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Connexions Derbyshire Limited

International Centre for Guidance Studies

Career Learning Journeys of Derby and Derbyshire NEETs

iCeGS

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Jo Hutchinson, Richard Korzeniewski and Nicki Moore

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Executive Summary

Introduction

Young people (aged under 25 years) typically represent a third of all unemployed people across Derby and Derbyshire. The numbers of young people aged between 16 and 18 years old who are either not in education, employment or training (known as NEETs) in Derby and Derbyshire is a concern for local communities, businesses, support organisations, and families. In early 2010 changes to support services and structures were being undertaken, whilst at the same time the economic downturn was affecting opportunities for employment and training. The opportunity that arose at this time through the EMIEP project to undertake research both about, and with, the local NEET population was seized upon locally as a way to better understand the realities of being NEET to then support decision makers and delivery organisations to make improvements.

The research process was designed and managed by the two local authorities, Derbyshire County Council and Derby City, Connexions Derbyshire Ltd and iCeGS at the University of Derby. Qualitative work was undertaken by Connexions using the Connexions Client Caseload Information System (CCIS). This system records all young people from the age of 16 and includes personal information as well as their progression routes and activities. It is updated regularly by Connexions Personal Advisers (PAs) with details of those who are part of their caseload, and by written or telephone contact with the remainder. This analysis then set the context for in depth qualitative insight work undertaken by iCeGS with 40 young people from localities in both the City and the County who had been, or who were NEET.

What are the characteristics of Derby and Derbyshire NEETs?

According to official data compiled by Derbyshire County Council (April 2010), there were 5,420 people aged under 25 who were unemployed in Derbyshire in the previous month. This represents just under a third (31.7%) of all unemployed people in the administrative county with a similar proportion in Derby City. Both are above the national average (28.5%). Typically the unemployment rate for under 25 year olds is around twice the average of the working age population.

Connexions services have been responsible for those aged 16 to 19 years, or 25 if young people have learning difficulties or disabilities or additional needs. Their CCIS data shows that in November 2009 the proportion of young people in their cohort who were NEET was 7.3% in Derbyshire County and 6.8% in Derby City. This equated to 623 young people aged 16 – 18 in the City and a further 1490 in the County who were NEET. Some of these young people were not able to participate in the labour market because they had for example caring responsibilities, health issues, were pregnant or had a custodial sentence. Of the numbers of NEET mentioned, 130 in the City and 295 in the County were not available to the labour market in November 2009, i.e. 15% of the cohort.

As young people finish school they are asked what their plans are with responses recorded on CCIS. Most aspire to stay in education or secure employment as they leave school. In the November following when they left school, 90% of those in Derby and Derbyshire who planned to stay in education did so, however, only 12% of those

who wanted to find work were actually in employment. Employment for young people aged 16/17 was generally not a realistic option in 2009.

Vulnerable young people, such as those who have care orders, are supervised by the Youth Offending Service (YOS), or are young parents are more likely to be NEET. For example, 35% of the 656 young people supervised by the YOS across the whole of Derbyshire were NEET. Similarly, of the 794 teenage parents, 67% were NEET. For young people with a Learning Difficulty and/or Disability (LDD) analysis shows that across both Derbyshire County and Derby City all those who had a category of LDD while still at school later made up at least 25% of the 16 to 18 NEET group. However, young people from black and minority ethnic groups are less likely to be NEET in Derby and Derbyshire.

The project undertook further detailed analysis of CCIS for two contrasting areas in the County (other work on CCIS having recently been undertaken for the City). These were rural High Peak (with focus on the towns of Buxton and Glossop), and the more urban Erewash (with focus on the towns of Long Eaton and Ilkeston). This analysis showed that 18 year olds represent a significant proportion of the NEET cohort; for example the figure was 54% in Ilkeston and 59% in Buxton. This, along with the finding that 18 year olds are only marginally more likely to have been NEET for more than 6 months than other ages, suggests that young people are engaged in some form of positive labour market activity at some point after leaving school, and the problem of experiencing longer durations of NEET is increasingly being felt amongst the 18 year olds.

In Buxton most of the young people becoming NEET had previously been in employment, while in Glossop e2e (which has subsequently been replaced by foundation learning) was the largest category they had joined from. In Erewash many joining the NEET group came from 'unknown' activities. Unknowns represent a group of young people who have not maintained contact with Connexions for a range of reasons including temporary moves out of the area, employment of a type not recognised by the Department for Education, or simply because they have declined to participate in the follow up contact process delivered by Connexions.

Across both High Peak and Erewash areas young people tended to move from NEET to EET destinations that were either accredited training including e2e provision or employment (much of which in Erewash was part time).

What are the stories of NEET young people?

The characterisation of the NEET cohort through investigation of CCIS is very valuable for insight into the scale and characteristics of the NEET population. However, statistical data alone is unable to focus on the types of intervention that might be most useful or when, in the young person's learning journey after school, interventions might achieve most impact. The customer insight process then moved on to identifying, engaging, interviewing, recording, analysing and reporting the perspectives of 40 young people including Kyla and Chris (not their real names).

Kyla is six months pregnant, and currently on a Foundation Learning programme. She left school when she was 15 because she was struggling with the course work, partly as a consequence of having just moved from a foster parent's home into a house sharing with her partner's parents. *'It was hard to settle in school because I*

was moving a lot from house to house. I wasn't able to concentrate and so I gave up'. She ended her relationship with social services when she was 16 and said that she did not get much support from her school because 'it is considered one of the good schools and when someone is causing problems they get rid of them. It's the way they have always been. They don't tend to want to help and they do not understand the reasons why you are doing it'. Kyla attended training at a training organisation a few months after leaving school and then went to college. She left college quickly because 'I fell pregnant and I had a miscarriage and there was a girl in my class that had a baby and had it with her and I didn't want to see her with her baby when I had only lost mine'. Kyla says she is quite clever and she is confident that she will be able to achieve the qualifications that she is currently taking. She wants to be a child psychologist and thinks that she would be good at it because she is a good listener and can analyse situations and likes to listen to one person's story and think about alternative sides to it. She knows that she has to get more qualifications and study at college and university to achieve this ambition. 'It's going to be hard with the baby but when she is still a baby I will go for training'. She acknowledges that she has herself been helped by a psychologist, but says that the person who makes most difference to her situation is herself. She was not very satisfied with the Connexions PA she saw because 'she was saying the things I couldn't do and not the things I could'. Kyla is currently living with a different partner and their family. She says that the best thing to have happened to her since leaving school is falling pregnant because 'she [the baby] is my family. I don't have my parents or sisters around me so she is my own family.' She says that the main thing that would make a difference to her achieving her ambitions is if she had to pay for any education or training after the age of 19 'because that stops people from doing what they want to do'.

Chris is 16 years old and is currently at YMCA doing catering, maths, English and IT. He left school because he wanted to do cooking but because of his poor attendance record he found it difficult to find any training. *'Then I went to Connexions and they told me to come here (YMCA).'* He had problems attending school and he was frequently excluded. *'I went from one school to another and only one could accept me because I had poor attendance. I was not permanently excluded - just for a few days. Then I went again from one school to another and then moved to [a town in the North West] in Year 7.'* He experienced frequent family problems which were mostly caused by his father who was an alcoholic. *'In Year 7 my dad went to jail for drink driving and when he came out he wanted to start a new life but it didn't work out so he wanted to come back [to Derbyshire).'* Chris also had some additional problems with his mum who went to live with her partner and left Chris to live with his dad. *'At first I was living with my mum but when she found her boyfriend he asked her to live together but he only had a two bed house so I moved in with my dad'.* During his parents' divorce process when he was 12 years old he mixed with a wrong crowd and started fighting. His school performance was negatively affected. *'When I went back to school I stopped seeing the bad crowd but I wasn't really going to school because the journey to go to school was too long and I wasn't sleeping enough'.* Even though he realised he needed to go back to school and be more devoted to his school work, he reported that it was hard because he stopped having friends and that made him sad. Chris said *'The hardest thing has been me changing schools and going through different places. Starting from one school here, then going to another and then leaving for [the North West] and then back. I couldn't settle at all.'* Despite all the difficulties though Chris thinks that he has matured and made positive life decisions. *'When I was a kid and my dad had days off work, he used to be a heavy drinker and I thought I don't want to end up like that. Then when I started doing cooking, I thought that's nice so I chose that as a course'.* Chris now aspires to becoming a chef for a restaurant and after that joining the army.

Why do young people become NEET?

The researchers spoke with 40 young people. They were not selected to be representative of all young people who are NEET or who have been NEET since they left school, not least because of the problems with identifying a small group of young people whose collective life experiences can be described as ‘representative’. However their experiences would be fairly typical of the group. Many had been through life experiences which would have challenged socially connected and healthy adults.

The research used a structured interview schedule with the young people who all spoke openly about their experiences. The interviews were recorded, common themes were coded and then analysed thematically using specialist computer software. The table summarises the number of times a particular theme or experience was volunteered by the young people in the one to one interviews with the research team. These were broadly categorised as themes that relate to objective experiences, and those that relate to attitudes and feelings as they relate to the choices that they have made.

Some young people reported experiences that included several of these themes – others related just one or two.

Theme	Mentions
Experiences that have influenced choices	
Low or average attainment at school	22
Varying experiences at and attitudes to school	22
Experiences of being bullied or bullying at secondary school	8
Differences between school and FE college experiences	19
Positive experience of work based training	10
Travelling issues – journeys to work and to learning	5
Complex family relationships	13
Frequent or long distance family moves	7
Health issues and caring responsibilities	12
Death of a parent or close family member	3
Parenthood	7
Support services notably Connexions	30
Feelings and attitudes towards choices	
Feeling well informed about their choices and options	14
Ambition to be EET and especially to find paid employment	20
Positive and optimistic outlook	6
Reflections on own level of maturity	6

The first observation just of the ‘experiences’ volunteered by young people, is that the factor most often referred to by the group was, low attainment. More than half of the group perceived that their uncertain career learning journeys began at school age. Of the 22 that reported low attainment to have been an issue, ten volunteered

that they had negative experiences of school, while eight also report negative experiences of college – by contrast eight (not necessarily the same eight) said that they had a positive experience of learning with work-based learning providers.

The research revealed a number of common ‘experience’ themes but not all young people who were NEET had experience of all of them. Nearly half of the young people (19) who participated in the research reported up to just four of the themes in their recounts of their career learning experiences. Eight of this group of 19 who reported few of the thematic experiences said that low attainment was a key factor in their experiences which have included a period of NEET; and for three of the group low attainment was the only key factor that they identified as being a significant issue in their career learning journeys. Across the rest of this group health issues solely accounted for five of the 19 young people, bullying solely accounted for two of the 19. Parenthood accounted for four of the young people in this group, and of these two young people reported no other negative issues, and two had talked about parenthood alongside experiences of traumatic home moves and health issues.

Some young people who are NEET have few barriers to overcome – but they can be significant such as health issues or parenthood.

At the other end of the scale are a smaller group of young people (between seven and ten) who have reported that many of these ‘experience’ themes have been present in their lives. In total, seven young people reported the highest incidences of factors. This sub-group all reported low attainment, all reported negative experience of school, and all reported difficult family issues. In addition four reported health issues and 2 were young parents.

This minority of young people conform to the stereotypical view of NEETs being multi-disadvantaged and hard to help!

The factors that lead to some young people becoming NEET are therefore varied. For some young people it is their health, low school attainment, bullying or parenthood that are associated with becoming NEET, for others it is a much more complex picture of multiple and mutually reinforcing issues.

Which services help young people move out of NEET?

The response of services to these needs varies. Young people reported a number of people or services who had made a difference to them. Connexions were most often mentioned as a positive source of help and advice, alongside tutors at college or work-based learning providers, health workers and youth workers. However, young people who reported just a few of the ‘experience’ themes in their lives were much less likely to report satisfaction with the help and support they had received compared to those young people reporting multiple difficult experiences. Of the group of 19 young people with fewer themes, only seven reported positive experiences of support services, whilst six reported negative experiences of support services. Consequently, within this group there are young people who perceive that their career learning journeys have been hampered by just one or two ‘experiences’, but that within this group there are relatively fewer instances of engagement with services that have been supportive. However, young people with multiple issues all reported positive experiences of support services and none had any negative experiences to report.

Support services are focussed around those young people with multiple barriers to

engagement; not those with fewer difficulties.

By examining the number of themes volunteered by young people it is possible to characterise the group as those who have multiple and varied issues that affect their ability to participate in learning and the labour market, and those who have few obstacles. A simple numeric count of frequency of mentions is not a particularly robust measure (it may simply reflect that some young people were more talkative or more relaxed or open), neither does it offer much granularity (a single issue may have a more profound on one young person than a range of issues experienced by another); but the findings here seem to indicate that when young people do have multiple issues, they are better supported than those individuals who have fewer issues to deal with – and yet they have all experienced a period of difficulty which sees them unable to participate in learning and the labour market.

What types of service do young people value?

The young people had clear ideas about the types of services they had experienced that they found helpful and those that they did not. They liked:

- Being in places where they were treated as individuals and as adults;
- Being inspired by professionals they met;
- Getting away from the groups they had been hanging around with and mixing with different people and making new friends;
- A sense of achievement;
- Talking to a professional who knows them and who they can go back to;
- Having opportunities to take although many were pessimistic about getting work.

They did not like:

- Situations where they were not taken seriously or listened to;
- Long and costly journeys to get to work or learning;
- Feeling as though they were being judged on appearance;
- Working under pressure with no support or additional assistance.

Recommendations

For schools

Young people need to be advised about the prevailing conditions in the local labour market so that their choices and ambitions are grounded. This needs to be in place early in Year 11. It is also essential that young people are supported to have alternative plans.

Young people should be aware of the range of qualifications and different types of learning providers that offer post 16 learning whilst they are still at school.

Pastoral support for young people enduring crises or transitions should be readily available and accessible to all young people within schools. This should be friendly, professional, independent support that young people can use as an advocacy and support service.

In addition to having policies on bullying, schools should have policies relating to support for new students, those with health issues or young carers, and those dealing with the death of a parent or close relative.

For service delivery partners

Young people who experience NEET do so for a range of different reasons and have very different circumstances. Support for them should build on their positive outlook, and be personalised, independent and consistent.

Support should be available for all young people who experience periods of NEET regardless of their backgrounds or the intensity of their experience of disadvantage.

Support for young people needs to recognise the particular requirements associated with being a teenage parent, having learning difficulties or disabilities or having a supervision order. Enhanced transition support for young people with LDD should be maintained and supported, including negotiation for appropriate provision.

The teenaged parents who participated in the study had a positive outlook and were ambitious for themselves on behalf of their children. Young parents' should be routinely encouraged and challenged to actively consider returning to education, training or employment.

For strategic partners

Data-sets, such as CCIS, that provide comprehensive, accurate and timely data on young people who engage with support services should be maintained, developed and analysed to inform both strategic and operational decisions.

Partners supporting young people should share information and intelligence about their destinations to ensure that resources are appropriately allocated and provision put in place to support and encourage young people.

NEET young people are getting older; there needs to be greater continuity between young people and adults careers services (facilitated through the development of the National Careers Service) and between these services and Jobcentre Plus.

The majority of young people valued the support they had got from a range of agencies, notably from Connexions. They value having somewhere to go to where there will be someone to talk to. Support services should all ensure that they offer services that reflect what young people value and appreciate.

1 Introduction

In 2009 East Midlands Improvement and Efficiency Partnership (EMIEP) established a project to ensure that customer insight and research resources and expertise would be developed, shared and deployed effectively across the East Midlands. The project had two strands: developing skills and networks; and then the delivery of a series of local 'demonstration' projects across the region. These projects were to use statistical analysis, social research and customer insight methods to investigate different aspects of getting 16 to 18 year olds into employment, education or training. They aimed to provide valuable insight into how best to help young people into employment, education or training, as well as showcasing and providing evidence of how effective use of customer insight and research can make a difference in service delivery.

The demonstration projects, of which there have been four supported by EMIEP across the region, have focused on young people because being out of employment, education or training between the ages of 16 to 18 is a major predictor of later unemployment, low income, depression, involvement in crime and poor physical health. Whilst progress has been made in increasing young people's participation overall, less progress has been made among vulnerable groups.

This report relates to the demonstration project carried out in Derbyshire conducted through a partnership of Derby City Council, Derbyshire County Council, Connexions Derbyshire Ltd and the International Centre for Guidance Studies (iCeGS) at the University of Derby. This local demonstration project has sought to explore how the life issues which young people face impact on their decisions about life, learning and work and thus on the Derbyshire economy.

For the purposes of this project, the term 'customer insight research' has been interpreted as an approach adopted in order to develop in depth understanding about individuals' behaviour, experiences, beliefs, needs or desires in relation to a specified service or services. Customer insight can adopt a range of techniques including surveys, focus groups and customer journey mapping. An ongoing theme for this research was the need to reflect on the appropriate use of this approach with services users in Derby and Derbyshire.

The research has focused on young people who are, or who have been classified as 'not in education, employment or training' (NEET) since they left school. The partners in the project collectively use the abbreviation NEET as a recognised term, although the use of the term is problematic in that it has negative connotations (describing what is not being done rather than what could be done), and because the term applies to so many, different, young people its power as a descriptor becomes less meaningful.

1.1 Background

The challenge of addressing young people's disengagement from education, training and employment is experienced in both Derby City and Derbyshire County. Both authorities have higher than average NEET figures; in November 2009, the percentages in the City and County were 6.8% and 7.3% respectively, compared to 6.5% nationally.

There has been a growing amount of research published recently (see references in Appendix 1) which outlines perspectives on the NEET issue (Confederation for British Industry, 2009). For example, national research carried out by the National Foundation for Educational Research (Spielhofer et al. 2009) highlighted that of those 16 and 17 year olds who are NEET, more than two-fifths are generally positive about learning and are very likely to participate in education or training in the short-term. A similar proportion face a lot of personal and structural barriers and are likely to remain NEET in the long-term. One-fifth of young people were classified as 'undecided NEET' - they do not face significant personal barriers to participating in education or training, but are dissatisfied with the available opportunities. According to Department for Education and Skills analysis of the Youth Cohort Study (Newton, 2009), there is a high degree of churn within the NEET group – 17% of young people experienced some time NEET by the age of 17/18 – but only 1% were NEET at ages 16, 17 and 18.

This research supports our understanding that the NEET group of young people are heterogeneous and they experience different obstacles to learning and training at different times. Some young people require intensive multi-agency support, whilst others require brief but tailored support aligned with appropriate opportunities. While they may not be engaged, neither are they disengaged. This research project was therefore conceived to add further understanding to issues affecting young people in Derby and Derbyshire and specifically to understand the role that the range of different public services have played in their lives in the transition from school.

1.2 Aims

The project had three key research aims:

1. to define the characteristics of young people in Derby and Derbyshire who are categorised as NEET, in quantitative terms.
2. to identify the barriers and enablers to participation for a range of young people (NEET or who have been NEET) with different characteristics on their career learning journeys.
3. to reflect on the issues and implications of adopting customer insight research with service users.

1.3 Methodology

1.3.1 Characterising the NEET group

Connexions services collate detailed and increasingly sophisticated data about their client group in the Client Caseload Information System (CCIS). In order to define the characteristics of the NEET population the Derbyshire CCIS was interrogated to outline the numbers of young people in contact with the Connexions service, their ages, and degree of engagement with the service. This information was tabulated against a set of other personal characteristics such as gender, ethnicity, disability, geography (e.g. rural/urban) and whether the young person was a carer or parent etc. This was undertaken at a County and City level, with additional in depth analysis being undertaken for some local areas in the county, namely Erewash and High Peak local authority districts. These areas were chosen because of the contrasting issues they have faced, a decline in local industry in the former, and the relative geographic isolation in the latter. This analysis framed the subsequent qualitative research and in particular encouraged a focus on young people who are 18 and have experienced a period of being NEET as they are a growing proportion of the overall NEET cohort.

1.3.2 Understanding the NEET group

The quantitative data sets the context for understanding the characteristics of the NEET population, but further qualitative work was undertaken in order to gain an understanding of the nature of their disengagement and measures required to overcome it. Project researchers interviewed 40 young people between the ages of 16 and 19 who had experienced at least one period of NEET since leaving school. Questions (see Appendix 2) sought to determine the links between life experiences, external support and the decisions taken about learning and work. Forty young people between the ages of 16 and 19 were interviewed across both Derbyshire and Derby City between July and October 2010 (see Table 1). Interviews were conducted in a range of venues including Connexions centres, training providers and the YMCA. Each interview lasted between 20 and 40 minutes, all were digitally recorded and notes were taken from the recordings. The data was then analysed using the qualitative analysis software Nvivo.

Interviews with local managers of Connexions services, training providers and strategic partner organisations were conducted in order to gather information about the local context for the NEET group such as the labour market context, and the availability of a variety of services.

Table 1: Numbers of young people involved in the research

Name of Provider/ venue	Numbers involved
Connexions Glossop	5
Connexions Buxton	7
Connexions Long Eaton	8
Total Derbyshire	20
Connexions Derby	4
Rathbone Derby	10
YMCA Derby	6
Total Derby City	20
Ages	
16 & 17	26
18 & 19	14

1.3.3 Reflecting on appropriate research processes

The purpose of the project is two-fold, to undertake a research programme, and to reflect on the processes of the research. The project therefore sought to develop better understanding of the issues facing young people, alongside an appreciation of the role of various services and how they influence young people's experiences. The research processes that were employed in achieving these objectives reflect and extend existing practice among all the key partners. Section Four of this report offers some reflections from the partners on the approach to the research, its conduct and its value.

1.4 Acknowledgements

The project partners, namely Derby City Council, Derbyshire County Council, Connexions Derbyshire Ltd. and iCeGS at the University of Derby, wish to acknowledge with thanks the funding and support of EMIEP for facilitating and driving the research process forward.

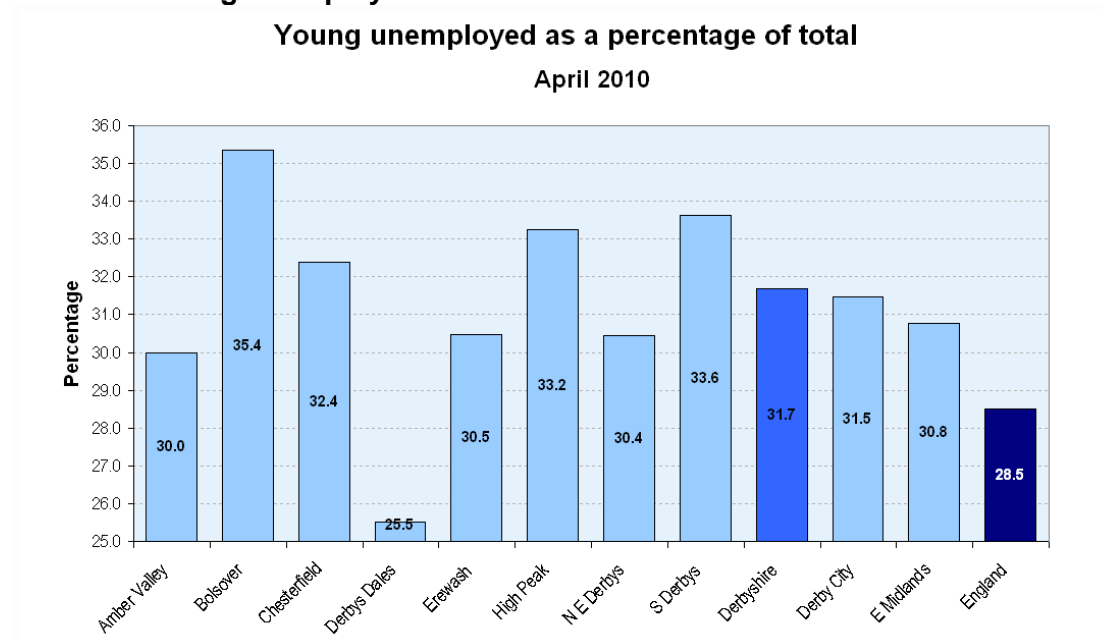
We would also like to thank those professionals who offered access to young people who participated in the research, notably the teams led by Stewart Smith, Elaine McDonald, Lynn Watson and Jonie Centro at Connexions offices, Aaron Denton at Rathbone, and Julia Hodder at the YMCA. Finally and most importantly we wish to acknowledge and thank the young people themselves who spoke openly, honestly and with personal insight into their experiences since leaving school.

2 Characterising the NEET group: CCIS Analysis

2.1 Introduction

According to official data compiled by Derbyshire County Council (April 2010), there were 5,420 people aged under 25 who were unemployed in Derbyshire (Table 2.1) in the previous month. This represents just under a third (31.7%) of all unemployed people in the administrative county with a similar proportion in Derby City, which is above the national average (28.5%). At local authority district level, the proportion was highest in Bolsover (35.4%), while in Derbyshire Dales (25.5%) the figure was below average. Unemployment is more common among young people. Typically the unemployment rate for under 25 year olds is around twice the average of the working age population.

Table 2.1 Young unemployed



Source: Derbyshire County Council: Monthly Unemployment Statistics, April 2010

The Connexions service has been tasked with focusing on NEET reduction among those aged 16 to 19, or 25 if young people have learning difficulties or disabilities or additional needs. Over the past eight years this activity has been monitored separately for the County and City following re-organisation in November 2004. Connexions data records a fall in the proportion of 16 - 18 year olds who were NEET compared with the whole cohort between November 2004 and November 2009 in Derbyshire County from 8.3% to 7.3%, although it has been as low as 5.9%. In Derby City the reduction in the same period of time has been from 9.5% to 6.8%.

While this may point to a positive picture there are still large numbers of young people who fall into a NEET category at any one time and these individuals tend to present a challenge to encourage and support into a positive learning outcome due to the personal and social barriers they

experience. Over the past two years the proportion of those aged 18 years in NEET has risen in both Derby City and Derbyshire County and therefore this age group was selected as a focus for the research project.

The Connexions Service is required by government to use a CCIS (Client Caseload Information System) and each individual service, on behalf of its host local authority, feeds raw data every month to the Department for Education (DfE). This is then collated to form a reporting system for England split by local authority area. The analysis presented in this report is based on client data which is fed into the national CCIS.

The data reporting used in the project consists of County and City based data, supplemented by analysis at a more local geographical area where appropriate. Where Derbyshire County local reports have been used, these focus on the local authority districts of Erewash and High Peak, as these were selected for the primary research interviews on the basis that they provided two contrasting areas, the former an urban based district with former coalfield links and the latter an area where rural issues are significant.

2.2 Summary of the data findings by ethnicity and vulnerable grouping

Young people who are classified as NEET are not all available to participate in the labour market. CCIS data is split into 'available' and 'not available' for employment or training and then added together to form the total NEET count. NEET 'available' is broken down into personal development; not yet ready for work or training; awaiting e2e or foundation learning place; awaiting sub (NVQ) level 2, level 2, or level 3+; start date agreed; seeking employment, education or training; New Deal Gateway, or Job Seekers Allowance stage 3 regime. NEET 'not available' is broken down into young carers; teenage parents; illness; pregnancy; religious grounds; unlikely to be economically active; or other reason. Across the NEET cohort in November 2009 there were 623 aged 16 – 18 in the City and a further 1490 in the County who were NEET. Of these 130 and 295 respectively were not available (representing 20% of all the NEET cohort). The proportions of young people who are NEET vary by ethnicity and by vulnerable grouping.

2.2.1 NEET aged 16 to 18 by ethnicity

The ethnicity characteristics for all young people who are NEET aged 16 to 18 is provided as a snapshot in time, in this case 30 November 2009, the date of the national measure for NEET. A summary of the figures is provided in Table 2.2 (with full figures found in Appendix 3) below and is split by City and County and availability to the labour market.

The ethnicity analysis routinely allows a comparison to be made between various ethnic groups within the NEET cohort to see if any are over represented and forms part of equal opportunities monitoring. It is worth noting that the small numbers from some groups lead to proportions not being

statistically significant and for that reason both numbers and percentages are included.

If we take Derby City and the largest black and minority ethnic group, Pakistani, as an example there were 16 young people in NEET available and 3 in not available out of 493 and 130 respectively. This made the Pakistani group 3.2% of available and 2.3% of not available. The proportion of the total 16 to 18 cohort was 5.3% so statistically the Pakistani group was under represented in the 16 to 18 year old total NEET. Across all black and minority ethnic groups, the data indicates that in Derby and Derbyshire ethnicity is not a factor associated with young people being out of employment, education or training. This finding is supported by other research (Bhattacharyya *et al.* 2003) which shows that young people from minority ethnic groups in general, and some ethnic groups in particular, place a high premium on the value of education and are more likely to remain in learning longer.

Table 2.2 Numbers of NEET young people aged 16 – 18 by ethnicity (Nov 2009)

	Derby City						Derbyshire County					
	NEET Available			NEET not available			NEET Available			NEET not available		
	Male	Female		Male	Female		Male	Female		Male	Female	
No Information	16	7	9	9	3	6	70	49	21	37	9	28
African	0	0	0	0	0	0	2	1	1	1	0	1
Bangladeshi	4	3	1	0	0	0	0	0	0	0	0	0
Caribbean	6	4	2	1	0	1	1	1	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0
Indian	6	3	3	3	1	2	3	3	0	0	0	0
Other	4	1	3	1	0	1	1	0	1	0	0	0
Other Asian Background	1	1	0	1	1	0	1	1	0	0	0	0
Other Black Background	4	1	3	0	0	0	5	5	0	0	0	0
Other Mixed Background	3	1	2	1	0	1	6	4	2	1	0	1
Other White Background	12	9	3	1	0	1	3	0	3	0	0	0
Pakistan	16	6	10	3	1	2	1	0	1	0	0	0
Refused	7	4	3	1	0	1	7	5	2	0	0	0
White & Asian	3	2	1	0	0	0	0	0	0	1	0	1
White & Black African	1	0	1	0	0	0	1	1	0	0	0	0
White & Black Caribbean	14	6	8	4	0	4	3	1	2	1	0	1
White British	383	224	159	103	15	88	1083	655	428	254	45	209
White Gypsy/Roma	9	6	3	2	1	1	3	3	0	0	0	0
White Irish	4	3	1	0	0	0	5	4	1	0	0	0
Total	493	281	212	130	22	108	1195	733	462	295	54	241

Further breakdowns including percentage calculations are in Appendix 3.

2.2.2 NEET aged 16 – 18 by ‘vulnerable group’

Appendix 3 also provides further breakdown of the characteristics of the 16 – 18 cohort in pre-coded vulnerable groups by their availability status in November 2009 in Derbyshire County and Derby City. The data is presented by ‘individual circumstances’ based on 12 designated vulnerable groups of which a young person can appear in more than one. In NEET available the largest contributors were ‘YOS’ i.e. supervised by the Youth Offending Service reflecting the well documented barriers to learning and participation from previous research. In the case of the County 7.9% of NEETs were supervised by YOS (a total of 94 young people) and of those, 84% were males. On the not available side ‘teenage parent’ and ‘pregnant’ dominated, for example in the City 75 young women were not available to the labour market because they were teenage parents whilst a further 15 were pregnant. Together this represents 69.2% of all NEETs who were not available to the labour market. However, also in the City there were 23 young people who were also either pregnant or a parent who were available to participate in the labour market.

Analysis of the overall statistics raises a number of issues and queries; such as:

- How long have young people been within the NEET category as we know that they move in and out of employment, education and training? Are young people who are NEET more likely to be aged 16, 17 or 18?
- Are there differences between the characteristics of young people who are NEET at age 16 and those who are NEET at age 18?
- Are young people’s expectations and ambitions realistic in the context of the local learning and labour markets?

These questions are explored in greater detail in the next section by examining the CCIS data at a more local level.

2.2.3 NEET aged 18 breakdown by District / Centre

The duration of time that young people experience out of the learning or labour markets is important as sustained and prolonged periods of disengagement will deepen and intensify a young person’s vulnerability. CCIS was interrogated to reveal the duration of NEET experienced by both 18 year olds and those in the total NEET cohort. Table 2.3 summarises the information presented in Appendix 8 and compares the length of time categorised as NEET for 18 year olds and those aged 16-18. It could be assumed that a young person aged 18 would be much more likely to have experienced NEET for a longer time period simply because of their age, or because they may have tried and exhausted more options. However, while there was a higher percentage of those in the categories of 6 to 12 months and 12 months plus across all County and Derby areas there was not a marked difference compared with the total NEET cohort. Thus far, there is little correlation between age and duration of NEET.

Table 2.3 Duration of NEET for 16 – 18 years old and for age 18 years

Area	Total NEET Group 16-18	age 18	% age 18	Length of time NEET (months) by Area - All Ages %			Length of time NEET (months) by Area Age 18 %		
				< 6	6-12	> 12 m	< 6	6-12	> 12 m
Alfreton	79	36	46%	65.8	13.9	20.3	44.4	22.2	33.3
Ripley	130	58	45%	70.0	15.4	14.6	62.1	20.7	17.2
Ilkeston	144	78	54%	78.5	12.5	9.0	67.9	16.7	15.4
Long Eaton	125	61	49%	73.6	14.4	12.0	70.5	14.8	14.8
South Derbyshire	161	77	48%	73.9	11.8	14.3	70.1	14.3	15.6
South Dales	29	11	38%	82.8	0.0	17.2	72.7	0.0	27.3
North Dales	65	35	54%	81.5	9.2	9.2	71.4	14.3	14.3
Buxton	120	71	59%	73.3	16.7	10.0	67.6	18.3	14.1
Glossop	79	46	58%	73.4	16.5	10.1	63.0	24.0	13.0
Chesterfield	250	130	52%	62.4	16.8	20.8	50.0	21.5	28.5
North East	138	80	58%	63.0	17.4	19.6	51.3	21.3	27.5
Bolsover	166	92	55%	63.3	12.7	24.1	50.0	15.2	34.8
County Total	1486	775	52%	69.9	14.3	15.9	59.9	18.2	21.9
Derby Area 1	145	77	53%	64.1	19.3	16.6	57.1	22.1	20.8
Derby Area 2	202	101	50%	64.4	17.8	17.8	49.5	24.8	25.7
Derby Area 3	147	62	42%	70.1	19.7	10.2	58.1	25.8	16.1
Derby Area 4	47	24	51%	68.1	19.1	12.8	70.8	12.5	16.7
Derby Area 5	85	55	65%	65.9	18.8	15.3	58.2	25.5	16.4
City Total	626	319	51%	66.1	18.8	15.0	56.1	23.5	20.4
All Derbyshire Total	2112	1094	52%	68.8	15.6	15.6	58.8	19.7	21.5

The LDD breakdown (found in Appendix 8e tells us that across both Derbyshire County and Derby City all those who had a category of LDD while still at school later made up at least 25% of the 16 to 18 NEET group as at 30th November 2009. This was higher than the County average in both Glossop (30.4%) and Buxton (34.2%) and Derby City at 31.9% was higher than Derbyshire County at 27.3%. It was also found to be higher in other areas as well. This issue is interesting as while information on the specific nature of LDD is kept by schools and the DfE, the quality of this information reduces as the young person moves out of compulsory education. Consequently, little is known of the specific nature of the learning difficulties or disabilities making a coherent policy and operational response difficult. There may be other less visible or recognised barriers such as low self esteem or lack of confidence that have not been coded for each young person.

The 'previous destinations' in Table 2.4 applies just to 18 year old NEET and gives a similar picture to that previously described in Section 2.3. The largest numbers joined from the 'unknown' category and this shows the difficulties in keeping the 18 year old NEET client engaged with Connexions when an element of compulsion, particularly for those claiming a Benefit, is lost on the 18th birthday.

Table 2.4

NEET Age 18 as 30th November 2009 - Previous Destination

Area	Higher Education	Further Education	Maintained School 6th Form	Independent School 6th Form	Maintained School - Year 11	Independent School - Year 11	Not registered in education / educated at home - Year 11	Advanced Apprenticeship	Apprenticeship	E2E	PreE2E	Other Govt Supported Training	Employment with NVO Training	Employment with locally recognised training	Employment with No Training	Custodial Sentence	Contact re-established	Moved into area	Total
Alfreton		3	3		5		1		1	5	1	1		3	5		7	1	36
Ripley		11	1		5		1		3	9	2				7		19		58
Ilkeston		16	3		3		1		1	7	3			2	10		30	2	78
Long Eaton		13	6		4				3	3			3	5	9	1	13	1	61
South Derbyshire	1	9	5		2		3		4	6	1		1	3	9		25	8	77
South Dales			2		3										3		3		11
North Dales		6	3						1					3	10		12		35
Buxton		11	3		2				2	5				14	11	2	20	1	71
Glossop		7	1		1				3	13	2				7		10	2	46
Chesterfield		18	1		12				8	26	7	1	1	5	15	3	28	5	130
North East		11	3		9			1	2	9	6		1	2	14		19	3	80
Bolsover		12	1		13				4	8	4	1	2	3	8	1	33	2	92
County Total	1	117	32	0	59	0	6	1	32	91	26	3	8	40	108	7	219	25	775
Derby Area 1		13	3		3				6	14	1	3			11		20	3	77
Derby Area 2		16	2		5	1	1	1	3	20	7			2	13	3	26	1	101
Derby Area 3		11	2		7		1			16				2	9		13	1	62
Derby Area 4		5	3						2	2				1			10	1	24
Derby Area 5		12	1		4					7	1	2			15		10	3	55
City Total	0	57	11	0	19	1	2	1	11	59	9	5	0	5	48	3	79	9	319
All Derbyshire Total	1	174	43	0	78	1	8	2	43	150	35	8	8	45	156	10	298	34	1094

Derby Area 1 = the Wards of Chaddesden, Spondon, Derwent, and Oakwood.

Derby Area 2 = the Wards of Alvaston, Boulton, Chellaston, and Sinfon.

Derby Area 3 = the Wards of Abbey, Arboretum, and Normanton.

Derby Area 4 = the Wards of Blagreaves, Littleover, and Mickleover.

Derby Area 5 = the Wards of Allestree, Darley, and Mickleover.

2.3 Summary of the data findings by area

The project set out to understand the experiences of young people as they move through the transition from compulsory education to the next phases of their lives. Most young people are engaged in some form of learning or employment between the ages of 16 and 18, but many experience a period of being NEET within that time. Within CCIS the analysis of flows into, through and out of NEET is quite complex, mainly because the dataset is not constructed in such a way as to facilitate this as a set reporting item and thus analysis has to be done at an individual level (Appendices 4-6). The project however, wanted to explore the nature of these flows and focussed attention on 18 year olds in the High Peak and Erewash local authority district areas in the first instance. These areas were chosen as they provided a contrast in terms of geographical context and were to be the focus of the qualitative work. The age was chosen to enable an examination of a longer learner journey and to acknowledge the perceived greater challenge presented by 18 year olds in moving from NEET to education, employment or training (EET). EET categories include full time and part time education; employment full and part time, and training such as e2e¹ / Foundation Learning. e2e was a Government funded programme that was superseded by Foundation Learning during the course of the fieldwork; both programmes allow engagement and

¹ e2e, also known as Entry to Employment subsequently redesigned as Foundation Learning from September 2010.

work towards accreditation to prepare young people for employment and training.

2.3.1 NEET from EET and EET from NEET – Buxton

In the High Peak local authority district Buxton was taken separately from Glossop as both a Connexions centre and a town with its own identity and travel to work patterns. The NEET and EET joiners were taken from the six month period to 31 March 2010 to allow a time span long enough for new destinations or episodes to take place, but short enough so as not to over complicate. This allowed the last destination to be mapped prior to joining NEET or EET.

The NEET joiners had the largest intake from ‘employment’ and this reflected young people who dropped out of predominantly employment with no element of learning or training. The second largest category was young people leaving ‘further education (FE)’. The reasons for leaving FE are clearly important, it could be because their course had finished, or it could be because they left early. Unfortunately, while the reasons for leaving early can be recorded in a notes field this data is not required and neither is it coded. Consequently, the data itself is inconsistent (as it is not universally required), and cannot be systematically analysed to allow any statistical trends to be determined.

The Joiners to EET from NEET saw employment with training as the largest EET category followed by e2e.

2.3.2 NEET from EET and EET from NEET – Glossop

Glossop NEET joiners differed from those in Buxton in that e2e was the largest EET category they had joined from followed by ‘unknown’ (Appendix 5). The large number of e2e learners could have reflected special provision being made available locally but subsequently there being a lack of traditional employment to progress onto. The large number of ‘unknown’ young people reflects that they had fallen out of a series of DfE designated ‘currencies’ and that could not be confirmed typically as working. Some of these young people could well therefore have been in employment or could have left the area on a temporary basis and any attempted tracking may have resulted in a failed contact.

The joiners to EET from NEET saw a fairly even split between employment and Learning and Skills Council (LSC) funded accredited training which also counts as an EET destination.

2.3.3 NEET from EET and EET from NEET – Erewash

In the analysis of flows, Erewash (Appendix 6) was taken as a whole district as opposed to taking the main towns of Ilkeston or Long Eaton separately, in

contrast to the more deliberate split in High Peak local authority district between Buxton and Glossop. This was to acknowledge that, although Ilkeston and Long Eaton are large towns with separate identities, for statistical and travel to work reasons they are not as distinct geographically reflecting their more urban environment.

The NEET joiners from EET in Erewash presented a more complicated picture. Unknowns were the largest group followed by employment and Further Education. Also of significance were those who joined from 'maintained school' which could be year 11 but more typically a local sixth form.

The EET joiners from NEET in Erewash followed the pattern from Glossop where employment and LSC funded training were the largest categories. Part time employment also made a large contribution and may have reflected the aim of obtaining employment but there being less full time opportunities than elsewhere.

2.3.4 NEET aged 16 to 18 – Erewash, High Peak and Derby

Table 2.5 summarises the data report in Appendix 7 which was taken as at the 30 November 2009 national NEET snapshot date. In the Appendix the NEET count is broken down into local area; age split; length of time on NEET; learning difficulty or disability (LDD) factors; vulnerable groups; gender, and NEET type.

Table 2.5 NEET numbers by District (November 2009)

Area	Total NEET	NEET Type		Age 16 to 18			Length of time			Vulnerable Groups							
		NEET Available	NEET Not Available	Age 16	Age 17	Age 18	Less than 6 months	6-12 months	12 months +	Teenage Parent	Pregnant	Supervised by YOS	Looked after in care	Care Leaver	Young Carer	Substance Misuse	In more than one vulnerable group
Ilkeston	144	114	30	24	42	78	113	18	13	18	6	16	4	2	3	5	44
Long Eaton	125	106	19	17	47	61	92	18	15	16	1	8	2	0	1	0	24
Buxton	121	95	26	17	32	71	89	19	12	17	5	14	3	3	0	2	35
Glossop	79	67	12	6	27	46	58	13	8	9	6	3	2	0	0	1	19
Derby	626	495	131	89	218	319	414	118	94	87	30	45	19	5	6	7	179

In Erewash (Ilkeston with Long Eaton) the majority of the age group was 18 but the proportion was higher in Ilkeston compared with Long Eaton. The majority were also part of NEET for less than 6 months and this indicated that, although NEET figures gradually change from month to month, a significant

number are part of the so called 'churn' in that they move in and out regularly. The greater challenge for Connexions and other support services is with those young people who are NEET for 12 months or longer as barriers to joining EET have typically become more entrenched. This is also true to a lesser extent for those who have been NEET between 6 and 12 months.

From the vulnerable groups in the NEET category, teenage mothers and those supervised by YOS were the most numerous but also of significance were LDD and those in more than one group as it is assumed from various NEET surveys that the more groups a young person is described in, the higher the propensity to be in NEET and, in adult life, longer term unemployed. The male / female split was biased towards males in Ilkeston and the opposite in Long Eaton.

High Peak (Buxton with Glossop) showed similar patterns to Erewash. Data from the High Peak local authority district is often further analysed at a more local level because of its rural nature and this data is used locally, typically at learning community events attended by senior managers from schools to inform engagement and provision. It is at these forums that issues such as transport, or in particular, lack of a regular and flexible network has often been cited as a barrier preventing young people from accessing opportunities. Similarly, having smaller centres of population surrounded by a wider rural expanse has also militated against training providers finding it viable to set up learning opportunity programmes for young people.

2.4 Summary of the data findings regarding progression

Analysis of the data findings relating to progression (Appendix 9) was carried out to examine any links between the stated career route (intended destination) of those who were about to leave Year 11 in 2009 and what they were actually did in November 2009 (progression). This was technically a difficult match to report on as the outcomes for intended destination and actual progressions, as initially defined by the Department for Children, Schools and Families (DCSF) differ slightly. The other flaw from a statistical point of view stemmed from the element of interpretation by either the young person or the personal adviser receiving the information and ascribing a code to it.

The data search informed us that, across all of Derbyshire County and Derby City, the vast majority of those who stated 'education' as an aim (around 90%) ended up there by the following November. To a lesser extent those who stated 'training' as an immediate aim totalled 35.4% in the County and 45.1% in Derby City. Perhaps due to the trend away from joining employment at age 16 and 17 and the recession, only 13.5% and 7.8% in the County and City respectively who had that stated aim, entered employment.

2.4.1 Destinations of vulnerable groups aged 16 to 19

Appendix 10 shows a graphical illustration of the current destinations of the major vulnerable groups of young people aged 16 to 19 as at June 2010, these being young people supervised by the YOS, teenage parents, pregnant young women, care leavers and young people in care. They have been taken for the whole Derby and Derbyshire sub region and are intended to provide context for the project. It shows that for all of the groups, of which a young person can be in more than one, the chances of being in NEET are far higher than the population as a whole.

Chart 2.6 Young People Supervised by YOS Age 16-19 - Current Activity June 2010 - All Derbyshire

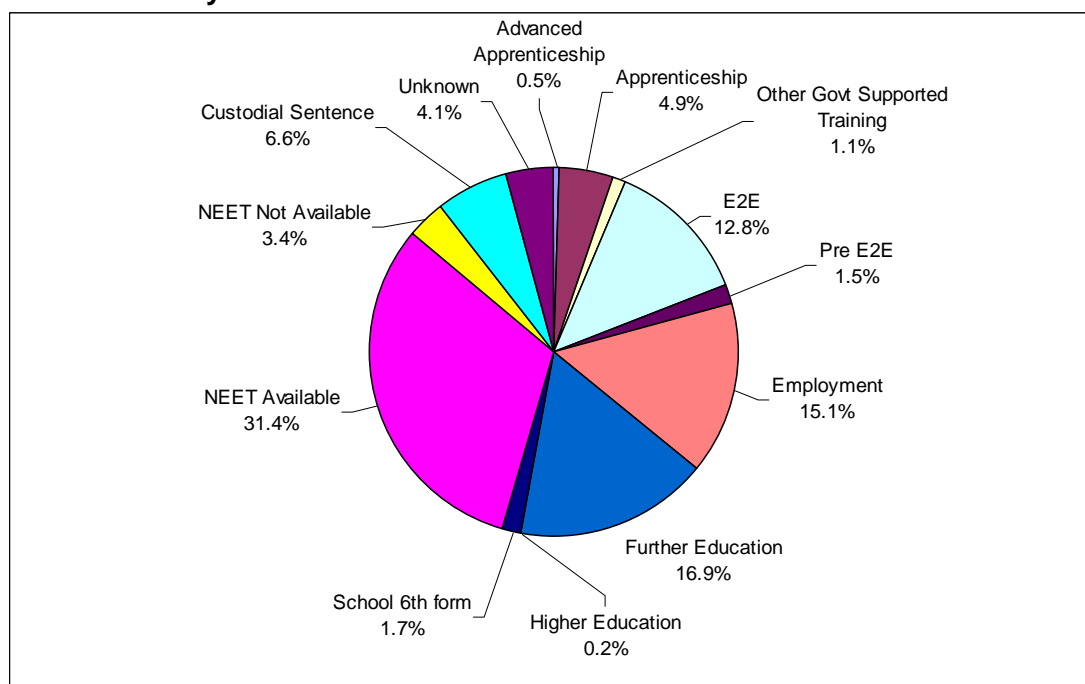
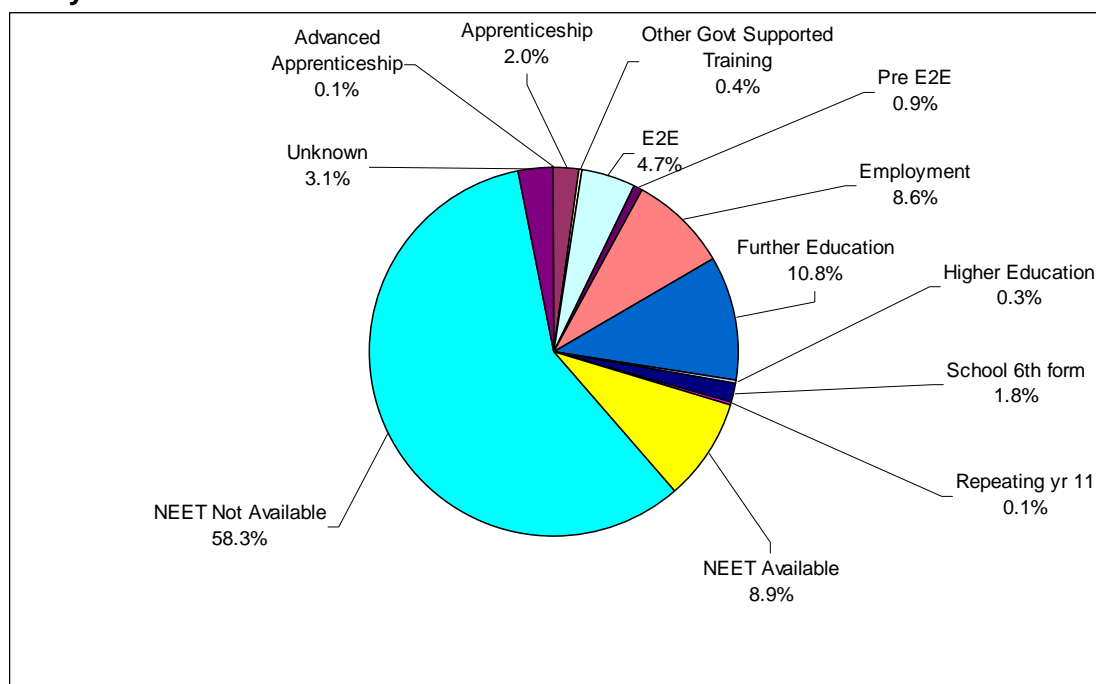


Chart 2.7 Teenage Parents Age 16-19 - Current Activity June 2010 - All Derbyshire



2.4.2 NEET and vulnerable groups aged 16 to 19

Appendices 11 through to 14 provide a breakdown on characteristics of all vulnerable groups as at 31st March 2010. These tables include vulnerable groups (all destinations) and NEET by age breakdown, NEET type, and the occupational area and location they are seeking. This is for Derbyshire County, Buxton, Glossop, Ilkeston, Long Eaton and Derby City and provides more detail on destinations for vulnerable groups and the type of occupational and location codes for NEET young people. This brings together most factors previously described including length of time categorised as NEET.

The local area analysis tends to reflect the broader trends outlined at a County and a City local authority level. There are however, interesting issues related to young people's choice of occupation. Data recorded on CCIS related to occupational ambition remains to be fully embedded in the daily practice of personal advisers (PAs) and consequently it is not universal and subject to local interpretation of reporting requirements. It is also worth noting that young people can state and have more than one occupational preference recorded. However, what it shows is that certain occupational areas are reportedly favoured by young people. These include, sales assistants, working with children, hairdressing, motor mechanics and engineers, construction and the armed forces. While the data is not presented, this is highly likely to reflect gender stereotypes.

There are some variations within local authority areas, so for example, in Long Eaton joinery, clerical, plumbing / heating engineer, and warehouse

work are often specified in addition to some of the popular ones mentioned above whereas in Ilkeston the additional occupations specified are warehousing, labouring, and general unskilled work. In Buxton and Glossop the armed forces are a more popular choice than in Long Eaton and Ilkeston, and in Buxton joinery and customer care are frequently specified in addition to those prominent across Derbyshire in contrast to Glossop where the latter does not get a mention but where clerical is a popular choice. The numbers involved are relatively small so it would be unwise to read too much into the analysis, but it is possible to speculate that young people are conflating their occupational choice with the immediate availability of courses locally (i.e. young people want to take a customer care course and so record this as their occupational preference). They do appear to be aligning their occupational ambitions with the types of employment that they see locally (for example joinery being a feature of Long Eaton's employment opportunities). It would be interesting to explore the extent to which this alignment of ambition and opportunity are shaped by PA interpretation of the employment situation.

2.5 CCIS Analysis Summary

2.5.1 Capacity

The management information provided by CCIS is detailed, up to date and critically the database is comprehensive with information on the labour market status of all young people. This has been a requirement of the service in recent years driven by the monitoring and accountability demands of new policy initiatives such as the September Guarantee (ensuring that all young people leaving year 11 and most 17 year olds have offers of learning in the months after they leave compulsory education). In addition there has been a requirement for greater detail to monitor NEET, for example over 3 month averages, and 'unknown' clients as defined by DfE. In Connexions performance monitoring therefore this has necessitated a shift towards quantitative measures from the qualitative.

NEET has remained a focus through the life of Connexions but as the percentage and number in the critical 16 to 18 age group has steadily fallen over the years there has been an increasing search for root causes of NEET and reasons why individual young people become NEET or find it difficult to move on from it. From a data reporting point of view the extra reporting from the EMIEP project will be added to the growing body of knowledge and if found to be useful then this will be mainstreamed during one of the periodic adjustments in internal performance management reporting. For example, as a result of analysis of joiners to NEET from EET as carried out in Erewash and High Peak local authority districts, it is proposed to add to local NEET reporting a quarterly NEET joiner's report in which the individual client can be identified if needed through base data. A further refinement would be to add codes to systematically analyse the EET provision which immediately precedes a period of NEET to identify any patterns of activity over time.

2.5.2 Service delivery

The CCIS is a secure database which includes open reporting fields which can be used to record notes about a young person's circumstances or experiences. As part of the project an attempt was made to use these to build some case studies of individuals who typified the experiences of some young people. While some brief descriptive case studies were developed these were simple narratives with little or no explanatory power. They provided some factual data but were insufficiently detailed or purposive to provide insight into why young people had acted the way they had. Even when there were common factors relating to location or post 16 first destination it could not be ascertained if other non recorded factors were more prominent to influence the chances of moving in or out of NEET. The dataset was not designed with this in mind, and its limitations provide the rationale for the qualitative element of the customer insight research.

What can be proven statistically however is that over the past 2 years since the recession began to have an effect on unemployment and NEET the proportion of 18 year olds has risen as a proportion of the aged 16 to 18 NEET group. Even allowing for the cyclical rise and fall of the age proportions due to how birthdays fall, the 18 year old element has been consistently near or over 50% in both Derby City and Derbyshire County for the past 12 months. Each Connexions team is now provided with a weekly age break down so that the proportions of 18 year olds can be monitored and action taken). In local 'area liaison' meetings gaps in provision are discussed within the context of NEET performance with local authorities and Connexions. Colleagues from Jobcentre Plus are now invited to attend and offer solutions to the issues of 18 year old NEET and a wider range of joint initiatives have been agreed between Connexions and Jobcentre Plus. Findings from the EMIEP project will be fed into these meetings and other more strategic City and County groups with NEET prevention on the agenda and this will increasingly include local learning communities of school clusters that are taking on more responsibility for NEET reduction by looking at prevention.

Any reduction in the percentage of young people who are NEET is likely to come from the 18 year old age group and as the EMIEP project has had this focus then any good practice will be integrated into mainstream routines. Examples are likely to include collaborative work with Jobcentre Plus 18 to 24 Advisers in planning the next EET episode or destination. This may also involve such practical steps as getting all new 18 year old benefits claimants to sign data protection permissions to allow continued contact from Connexions advisers and locating them on Jobcentre Plus premises.

2.5.3 Efficiency

Another development that has gradually evolved over the lifetime of Connexions in Derbyshire has been the partnership approach to NEET reduction and 'into learning' increase. In the early days from 2002 that followed the Careers Service era Connexions was seen in many cases as having the sole responsibility for NEET reduction. There is a growing trend for more management led operational and strategy groups to include a wider range of partner agencies that are showing a greater willingness to join with Connexions in reducing NEET. Examples have been the Youth Service and district councils that have attracted funding for the wider unemployment reduction remit. Further evidence of this has been in the increased number of data reports requested by non Connexions agencies on NEET. There is the potential therefore to share any findings from the primary research of this project with other agencies and ensure that roles are best allocated to the most appropriate agency.

Within Connexions, PAs as part of their workload have a caseload of young people who require help and support to achieve a positive outcome and this will include a number of NEET young people aged 16 to 18. While PAs usually know each NEET young person on the caseload well they often find it difficult to describe to managers the provision that could be put in place to support as wide a group of young people as possible due to the different barriers they might face. Many of the barriers need an engagement element to affect a positive outcome. Following the data reporting from this project and building on a recent Raising of the Participation Age (RPA) project in Derby City, Connexions will attempt to quantify the reasons why young people drop out or leave learning early. This will be added to NEET joiner reporting and will allow more understanding of the NEET group, especially the 'churn' of joiners and leavers each month, and will help to inform more appropriate provision and therefore help to reduce NEET.

3 Understanding young people in the NEET group

3.1 Introduction

Customer insight into career learning journeys was used to understand the nature of young people's disengagement and measures required to overcome this. This is the process of tracking and describing the experiences that customers have in their encounters with a service or set of services, taking into account not only what happens to them, but also their responses to their experiences. The insights that it generates can help shape strategy and policy, leading to better experiences and more efficient services. The researchers used a qualitative approach focused on reflective insights about young people, their actions and their feelings, in order to tell their stories with passion and narrative.

3.2 An overview of participants

The 40 young people who participated in the research were not selected to be representative of all young people who are NEET or who have been NEET since they left school, not least because of the problems with identifying a small group of young people whose collective life experiences can be described as 'representative'. However their experiences will be fairly typical of the group. Many had been through life experiences which would have challenged socially connected and healthy adults. It is not possible to present the life stories of all those who engaged in the research, consequently the report will present their stories in two ways. In this section we simply recount a summary of the experiences of 5 young people whose stories represent the themes which were noted by the research team as the research process progressed. These are outlined in this section – the names and critical details of individuals have been changed to assure their anonymity. This is followed by a discussion of themes which have been noted, coded and analysed using Nvivo software.

3.2.1 Jeremy

Jeremy who is 17 years old is currently doing an e2e training course. In his last year of school he had some home schooling because he has cystic fibrosis (CF) and the local authority with the school considered that he would be better prepared for his GCSEs with home tuition '*I only did three because in year 11 I was quite ill*'. He thinks that had he been able to attend school he would have achieved better grades and since taking his exams he felt quite isolated, spending time trying to find work: '*I checked the job centre and stuff like that but obviously there's thousands of others, you either have to have experience or... So I was literally at the house then doing nothing*'. During this time he saw Connexions twice, once at their offices but his first time was not satisfactory since he thought he was given advice on the basis of his health condition with which he did not agree. The second time was more satisfying, Connexions and a training organisation visited him at home and asked him to

consider joining a training course *'It's fine yeah... good. I recognise a few of the kids from school... I like the social side of it as well, because obviously with the home tutoring I missed quite a bit of that side of things'*. He says that the person who made most difference to getting him out of the house was his CF Nurse; *'Well the CF nurse has helped me a bit like saying that I should go to college or on a training thing...at the time it feels like she's just nagging but she obviously just wants the best for me'*. Jeremy is aspiring to become a chef. He is sure that he has the skills and abilities to work in a kitchen even with his condition. *'I am amazing at cooking'*. His inspiration for this ambition is Gordon Ramsey whom he met at a book signing and got a picture of them together in the local paper. He says that if he can't do chef'ing he would like to do IT work in an office, because he feels he is good at computers. Jeremy does feel in charge of his life, but he is quite sanguine about this saying *'It's up to me what I do isn't it?...probably because of my health condition I've always just had to cope with stuff... just deal with it'*. He says that the one thing that would make a change to his life would be a cure for cystic fibrosis. *'My health is my key barrier...as long as my health does not deteriorate...'*

3.2.2 Mark

Mark is 17 years old. He left school with 5 good GCSEs but he was also struggling at that time with a number of personal issues. While he was at school he came out as gay and as a consequence suffered bullying, at the same time he was having problems at home with his relationship with his mum and he developed anorexia. *'Well I came out as gay. I got into a lot of trouble. Because of that I started going off the rails and being naughty. I got suspended and me and mum ended up not getting on very well. We did a lot of fighting and I ended up running away a few times. It wasn't the coming out as gay. Because of the bullying I ended up not doing work and I was drinking a lot. I started smoking.'* He had support for his medical condition at school from a dietician and was later referred to family therapy, his school friends also helped to encourage him to eat. *'In school I was classed as gifted and talented in acting. I did a lot of acting. I had the main part in Midsummer Nights Dream. So after school he went to take a diploma at a nearby city college to do performing arts. He didn't enjoy travelling and being away from his friends so he quit. 'I did get into it but it was also the travelling. I had to get two buses into the city every day. It was a bit tiring. Things went down hill after that. 'It was awful. I'm one of those people that likes to be doing something. I don't like just being sat at home doing nothing. I get bored really easily. I didn't like just sitting under mum's roof doing nothing.'* Mark spent some time looking for things to do next. He had been interested in hairdressing after visiting a salon owned and run by a member of his family. So after a visit to the Connexions centre he found out about routes into hairdressing, *'I talked to a PA and he got me on e2e. I finished the 12 weeks. The training provider helped set up the apprenticeship. At the hairdressers, it was dead busy all of the time and I didn't get on with the people. I didn't like it and left.'* He then went back to the training provider to do further training through e2e and, on his own initiative, dressed up smartly and took his CV around the salons in town – he 'made a day of it'. He found a salon where the lady manager really liked him, offered to take him on work placement and on

his first day there he was offered work alongside his apprenticeship. *'I feel more in control of my life. I am more confident now. I don't worry about what people think. My outlook is that if people can be that immature, where are they going to get to in life? I am going to be more successful than them.....I am in a serious relationship now and that spurs me on to good things. I have been with him for 7 months. At my age that's a long time. We do a lot of things together. He's there for me to talk to. He cheers me up.....Everyone said it would get better and I didn't believe them but now it has and I'm really happy'.*

3.2.3 Kyla

Kyla is six months pregnant, and currently on a Foundation Learning programme. She left school when she was 15 because she was struggling with the course work, partly as a consequence of having just moved from a foster parent's home into a house sharing with her partner's parents. *'It was hard to settle in school because I was moving a lot from house to house. I wasn't able to concentrate and so I gave up'.* She ended her relationship with social services when she was 16 and said that she did not get much support from her school because *'it is considered one of the good schools and when someone is causing problems they get rid of them. It's the way they have always been. They don't tend to want to help and they do not understand the reasons why you are doing it'.* Kyla attended training at a training organisation a few months after leaving school and then went to college. She left college quickly because *'I fell pregnant and I had a miscarriage and there was a girl in my class that had a baby and had it with her and I didn't want to see her with her baby when I had only lost mine'.* Kyla says she is quite clever and she is confident that she will be able to achieve the qualifications that she is currently taking. She wants to be a child psychologist and thinks that she would be good at it because she is a good listener and can analyse situations and likes to listen to one person's story and think about alternative sides to it. She knows that she has to get more qualifications and study at college and university to achieve this ambition. *'It's going to be hard with the baby but when she is still a baby I will go for training'.* She acknowledges that she has herself been helped by a psychologist, but says that the person who makes most difference to her situation is herself. She was not very satisfied with the Connexions PA she saw because *'she was saying the things I couldn't do and not the things I could'.* Kyla is currently living with a different partner and their family. She says that the best thing to have happened to her since leaving school is falling pregnant because *'she is my family. I don't have my parents or sisters around me so she is my own family.'* She says that the main thing that would make a difference to her achieving her ambitions is if she had to pay for any education or training after the age of 19 *'because that stops people from doing what they want to do'.*

3.2.4 Chris

Chris is 16 years old and is currently at YMCA doing catering, maths, English and IT. He left school because he wanted to do cooking but because of his poor attendance record he found it difficult to find any training. *'Then I went to Connexions and they told me to come here (YMCA).'* He had problems

attending school and he was frequently excluded. *'I went from one school to another and only one could accept me because I had poor attendance. I was not permanently excluded - just for a few days. Then I went again from one school to another and then moved to Blackpool in Year 7.'* He experienced frequent family problems which were mostly caused by his father who was an alcoholic. *'In Year 7 my dad went to jail for drink driving and when he came out he wanted to start a new life (Blackpool) but it didn't work out so he wanted to come back (Derbyshire).'* Chris also had some additional problems with his mum who went to live with her partner and left Chris to live with his dad. *'At first I was living with my mum but when she found her boyfriend he asked her to live together but he only had a two bed house so I moved in with my dad'.* During his parents' divorce process when he was 12 years old he mixed with a wrong crowd and started fighting. His school performance was negatively affected. *'When I went back to school I stopped seeing the bad crowd but I wasn't really going to school because the journey to go to school was too long and I wasn't sleeping enough'.* Even though he realised he needed to go back to school and be more devoted to his school work, he reported that it was hard because he stopped having friends and that made him sad. Chris admits that the hardest thing he had to deal with was the constant moving. *'The hardest thing has been me changing schools and going through different places. Starting from one school here, then going to another and then leaving for Blackpool and then back. I couldn't settle at all.'* Despite all the difficulties though Chris thinks that he has matured and made positive life decisions. *'When I was a kid and my dad had days off work, he used to be a heavy drinker and I thought I don't want to end up like that. Then when I started doing cooking, I thought that's nice so I chose that as a course'.* Chris now aspires to becoming a chef for a restaurant and after that joining the army.

3.2.5 Maria

Maria is currently studying at a training provider. She has been trying to find a job but that has proved difficult. *'Since I left school I tried to find a job. I went to Connexions and they made me an application to come here. I didn't want to go to college or university'.* She enjoyed going to school and her exams went really well. She used to have a lot of friends at school but they decided to leave and that's when she was on her own. As first she felt OK but then she started missing her friends. *'I started missing my friends. We were having fun but then I couldn't because they left'.* Maria had a complex family life and childhood. Her dad left when she was born so she never met him. *'My dad left us when I was born. He took his passport and just left the country. I haven't met him. I am getting on with life without him'.* After her dad left, her mum developed mental health problems and could not raise Maria properly. *'My mum doesn't know how to take care of me. After my dad left, my mum went a bit cuckoo in the head. She made me drink Tango all the time and now I have diabetes'.* Since then she is living with her aunt with whom she has an excellent relationship. She has been helping her in her search for a job and with her life decisions. Her medical condition needs constant vigilance. *'I need to check it every day. I get headaches and I don't feel my legs. I then have to find something to eat'.* However, she reported that it doesn't make her life

difficult and is not affecting her performance. Maria wants to find a job or placement as soon as possible.

Using an inductive approach to qualitative research, the researchers observed that a number of factors were frequently mentioned by the young people either in isolation or as one of a series of events and issues. These themes were presented in an interim report and formed the basis of the coding framework that was applied to notes and transcripts using Nvivo software. The next section develops these themes further.

3.3 Emerging themes

3.3.1 Average or low attainment at school:

The young people who were interviewed for this project had achieved, at best, average grades in their exams and a large number of them had few or no qualifications. At school, even though a large number of participants sat their exams and achieved average grades, another significantly large group had intended to attend class and sit their exams but failed to do so because of the difficulty of the subjects.

‘I left school with low levels of qualifications – just Ds and Es’

‘I went to high school and passed most of my exams (about 50%). I went to sixth form because I thought that it would be easy as it was close. I did a BTec in business and media. I redid maths and English but opted out of English because I found it too hard. I then redid my maths again. I failed media (it was incomplete) and passed my business.’

‘I did health and social care for GCSE and I really loved it. I did well and came out with a good grade. I wanted to be a social worker then and I thought it would be a good choice so I chose sociology as well and psychology. Art and design I chose because I enjoyed doing it and I got a good grade at GCSE’

‘I didn’t pay much attention to my GCSE grades- that’s why they’re not very good. I wasn’t really bothered. I wish I had though. I got D’s and E’s’

‘I got a C in art and that’s it...’

‘I left school at 16 with low qualifications’

Young people who reported their low attainment also always reported other barriers; it was never the sole factor characterising young people who experienced a period as NEET. Low attainment is a barrier to accessing further education and training, and employment opportunities, but young people who have been NEET and who left school with low or no qualifications

also share a number of other key characteristics. Low attainment could be a symptom of other issues, rather than a cause of NEET.

3.3.2 Experience of school:

Many, although by no means all of the young people who participated in this study reported that they did not have good experiences from school. A lot of them felt they did not like the school and the teachers, that school was too difficult and that they did not receive help from the school and teachers when they needed it.

'The room was proper cold and the teacher was a bit horrible. Maths was really boring'.

'I found school difficult. It was hard to concentrate'

'I was bored to be honest. I just went to school for dinner times. Having a laugh and also after school.'

'I never liked school ... left at age 16'

'I didn't like it there. I didn't like the teachers so I left with not so many grades'

'I was a terror. I wasn't malicious. I couldn't concentrate. I got bored so I would entertain myself and distract others while I did so.'

It was also reported that the school could not understand their behaviours and did not even try to do that.

'They seemed more bothered about our appearance, what we looked like with the uniform and everything than they did with how you was doing in the subject, if you were getting on well in the subject'

However, a small number of participants have enjoyed going to school. Their reasons varied from enjoying learning and receiving good grades to spending time with their friends.

'I liked the school but I had a lot of operations and missed quite some time. I liked the people and the teachers though'

'Yes I liked school. I liked it because I had friends there'

'I liked the school, I was comfortable there'

'The teachers said I was a model pupil and I got certificates in all my subjects but then I got confused with what I wanted to do'

'I didn't particularly not enjoy school but in secondary school I used to get bullied a lot and the bullying system is all rubbish, that's really

hopeless but it is not on the educational side, the lessons that was all fine and I enjoyed most of them.'

Suldo et al. (2008) review the empirical literature on school-related factors associated with life satisfaction. They find that in general, students who feel they can handle schoolwork and perceive their teachers to be caring and supportive tend to evaluate their school experiences positively. They conclude that the schools are important to children's whole life satisfaction.

Vignoles and Meschi (2010), using the longitudinal study for young people sought to ascertain statistically significant links between a range of factors including young people's enjoyment of school and their attainment. Their analysis suggests that school absences have a clear causal impact on pupils' achievement but they do not directly impact on their enjoyment. Pupil health is also significantly correlated with their enjoyment of school as pupils who self report being healthier have higher levels of school enjoyment. Children whose parents have high aspirations of their education also tend to enjoy school more. Finally, and significantly they found that there is no genuine causal relationship between academic achievement and enjoyment of school. Thus, the observed relationship between academic attainment and attitude toward school may be just due to pupils' unobserved characteristics that affect both the variables, such as motivation and aspirations.

3.3.3 Experiences of being bullied and bullying:

During the course of this research eight young people expressed experiences of bullying either as victim, or less frequently as perpetrator. Young people were bullied in school and college for various reasons. Some were bullied because they were new to the area and were considered to be 'foreigners', some because of their sexual preference, some because of family conditions and some simply because they were an easy target by the 'popular' kids.

'I got bullied in year 10 because I was new at school'

'I got bullied and everything, when I moved to the north I got bullied because I was like from the Nottingham area and they would see me as the foreigner so I got bullied up there, and then when I moved back down here, obviously people knew who I was and I got bullied for my dad not being around. That was the worst thing and I got mad and that's why I was getting into so much trouble because people were saying stuff about my dad'

'I did a BTec introduction to business and retail. In the second year I did Foundation Learning in business. I had to come off that due to bullying. Same problems; calling me gay and all that; threatening me that when I went back after half term I would be tortured. They were putting it on Facebook and I reported it.'

'... The difficult thing was that I was bullied. I got bullied all my life by the popular kids'

The majority of young people that were bullied had a negative overall experience of school and college and their school performance was affected by bullying.

'I was in [xx] college on the second year of a two year course but had to leave due to bullying'

'I didn't like school because I was bullied'

When they were asked whether they reported incidences of bullying to their school, most young people said that nothing was done to support them. They explained this in a number of ways, some saying that teachers were not interested, that the school culture was to hide the issue, or that teachers tried to address it but could not assemble factual evidence in the face of hearsay. Young people also reported they could not contact other services like the police because the bullies knew where their house was.

'We went to the head teacher but because he could not prove it he didn't do anything'

'I didn't contact the police because the person [the bully] knew where I lived and worked. I didn't want my home to be attacked and vandalised.'

It is difficult to know the extent to which bullying occurs in all schools and for all young people. A House of Commons Education and Skills Committee (2006) report on bullying noted that there are no firm national statistics of reported and proven cases of bullying in schools, largely due to the fact that definitions of bullying and perceptions of its severity vary among individuals and communities. They report that distinctions between degrees of oppressive behaviour are hard to fix and what some schools might categorise and record as simply aggressive or unpleasant behaviour, other schools would record as evidence of bullying.

However a recent report for DFE (2010) pulls together information from the Longitudinal Study of Young People in England and the National Pupil Database. It examined the relationships between these characteristics and the likelihood of a young person reporting that they had experienced bullying. It found that almost half the young people reported being bullied at age 14 (47 percent), but the proportion decreased with age to 41 percent at age 15 and 29 percent by the age of 16. The most common type of bullying reported was name calling (31 percent at age 14, 15 percent at age 16), followed by being threatened with violence (20 percent at age 14, 13 percent at age 16), being a victim of actual violence (18 percent at age 14, 10 percent at age 16), being socially excluded (17 percent at age 14, 11 percent at age 16) and finally being forced to hand over money or possessions (3 percent at age 14, 1 percent at age 16).

Characteristics associated with being bullied included being female (although boys were more likely to experience physical types of bullying), being white, having a religion that was felt to be important to the young person (although only for name-calling), having a special educational need (SEN) or disability, having been in care, living in a step family, being a young carer, and having changed school at age 14-15. Young people who had reported being bullied had lower Key Stage 4 scores than other young people. They were also more likely to leave full time education at the age of 16, and were particularly likely to be not in education, employment or training (NEET).

3.3.4 Experience of FE College:

Many participants had unsatisfactory experiences of further education. Young people who had gone to college had reported that it was too demanding, too difficult and they could not cope with the pressure.

‘Very demanding. So much work and I just couldn’t cope. I wasn’t enjoying psychology and I know I wasn’t doing well. I went to see someone in the 6th form about it and they said just carry on doing it... I thought once I had left school it would be a lot more relaxed and you would get treated more like an adult but it wasn’t. They were dead strict on the uniform and I just wasn’t enjoying it. And then I quit’

‘I didn’t really like the pressure’

‘I didn’t enjoy it and so I quit’

In addition they reported that they felt they were judged by the people there, that they did not like their tutors, that it was too boring and a waste of time.

‘It was a waste of time’

‘I just got bored of it. I didn’t like it’

‘At the interview I felt judged; they said that I would not be able to achieve the 80% attendance that was necessary for the course because I was a mother. After enrolment I got no information from the course, no packs of information or anything. I felt judged at the interview’

‘I just didn’t want to go in. I kept going into the college but the tutor was doing my head in. I kept telling him about it and he said he would do something about it but he never did. In the end I just went ‘forget it! And left.’

However on the other hand, another group of young people have reported they had excellent experiences of college. Specifically they reported that the teachers were great and treated them like adults and that they even aspired to them.

'There is a tutor called Mary, she is new and I am inspired to be like her. She is quite young and whereas before I said the people at 6th form weren't able to put themselves in our shoes, XXX would. I think it is a kind of generation thing really'

3.3.5 Positive experience of work-based training:

Ten young people who were interviewed for this project reported that they have found their experience of work-based training very beneficial. Specifically they elaborated on how going to work-based training has helped give them vocational direction.

'I went to an interview for engineering and I didn't like the place I didn't want to spend my life there and so I chose construction'

'At school I went for work experience there and my mum works at XXX a special school so I loved it'

'She said I could do work experience and when I had completed the first day she said that there was a chance of a job opportunity for me. I told her I was really interested.'

In addition they talked how work-based training has helped them get away from the streets and how much they liked being there.

'With me doing work that I actually wanted to do as well it just like helped me a lot and stopped me doing anything I was doing out on the streets and that'

'It's going really well: I am quite proud of myself - I've turned my life around'

Also, young people discussed the differences of school with work-based training and stated that they were treated differently, more like adults, and they liked that.

'XXX is great. It is magnificent the way they treat you like adults and not like kids. They don't tolerate bullying. It is local and there are no travel issues. They are just marvellous.'

Some also added that there is a variety of things to do, that everyone is there to learn and that they were really enjoying being there.

'[the training provider] are really good help. They have given me loads of information.'

'I have been there ever since and I'm enjoying it really well'

'I am on XXX training and really enjoying it.'

'I actually got my level 1s in English and maths so I did actually gain something from going there'

'Mainly work experience, I actually liked it there 'cos like they weren't like school people, they were people on my wavelength and like I could actually talk to them about stuff.'

However, there was a small minority of young people who reported they did not enjoy work-based training and they did not find it valuable.

'When I went for work placement I didn't really enjoy it'

'I went on e2e and then decided to go on to do hairdressing with a training provider however this was also unsuccessful as I didn't enjoy the placement'

'I didn't think it was the right placement. I just didn't like it and my confidence was quite low'

3.3.6 Travel to work and travel to learn issues:

For a small number of young people in rural areas, the need to travel considerable distances to access appropriate or specialist courses created barriers. Some young people mentioned that they had started courses and then discovered that journeying to and from the provider was difficult and tiresome and as a consequence, left their course.

'How to get the travel costs down for going to college in Manchester? It will cost a lot, especially when you only get £30 a week'

'I did get into it too but it was also the travelling. I had to get 2 buses into Manchester every day. It was a bit tiring. By the time I got home I didn't want to be out with my friends and my social life went a bit down'

'I thought I'd do it but then it was too far going to Derby and I didn't enjoy it at the end'

'But it was quite hard going to school because I was living with my partner and I had to take 3 buses in the morning to go to school'

'I went to Burton College but it was too far and I could not get there on time and I wanted to get there on time. So then I went to Roundhouse.'

3.3.7 Family relationships:

Thirteen participants reported that throughout their lives they have been experiencing family issues. The majority of these issues had been negative and overwhelming for young people, affecting their school performance and their general behaviour.

'I didn't have a mum through years 7, 8, 9, 10, and 11. It affected me a lot. She just went away. It affected my confidence. It wasn't her fault though. She had to move to XXX with her new boyfriend. We used to go up to see her. But then one day we just never saw her again'

'My dad is an ass. That's why my mum is divorcing him.'

'They're not the sort of people to go out of their way to help. When I was in sixth form, every single week the head of sixth form tried to get my mum to sign my Educational Maintenance Allowance (EMA) forms. She couldn't be bothered to look for her P60 so I missed out on a year and a half's EMA'

'It was hard as my mum was going through a tough time with him [dad] as well. He was pestering us'

'Difficult... no dad no dad, never seen him, never ever. Just been me, me mum and me brother, that's why I've had to mature get a bit older a bit quicker to help me mum look after me little brother he's 13 and I'm 17..'

'After my dad died my sister was messing around and we all separated. I don't know where my mum is at the moment'

'I didn't get on well with my mum. I used to run away from home. We just didn't get on for some reason. We both had a really bad temper'

'My dad left us when I was born. He took his passport and left the country. I haven't met him. I'm getting on with life without him'

'My mum doesn't know how to take care of me. After my dad left my mum went a bit cuckoo in the head. She made me drink Tango all the time and now I have diabetes'

'When my mum and dad split up I was 12 years old and I got into a bad crowd and started fighting'

On the other hand, a smaller group of young people had more positive relationships with their families which affected them in a positive way

'My mum's come back. That's been the best thing. She was gone for four and a half years. No one knew where she was. She came back on Easter day. She sent a note through my door just saying 'hi I'm going to be in Buxton for a while'. It didn't say who it was but I phoned up and it was my mum. It was really good.'

'My own mum is fantastic but I have never really seen her as a mum'

'I really bonded with my nan. She worked so that I could have it. Now my Nan has died, though I have been getting on better with my mum. Also my grandad is my father figure'

A small percentage though also reported that through the difficult family issues they had experienced they were able to mature and not make the same bad decisions their family had made.

'My dad: he was violent; for years he was beating up my mum. I vowed not to grow up like him. He smoked and was violent. I vowed never to touch alcohol as I don't want to be out of control of my body. Also I don't want to smoke like him. It's a dirty habit. I don't want to go around beating women.'

3.3.8 Frequent or long distance family moves

A significant minority of young people (seven) have reported that during their life they had experienced house moves which was either their choice or the choice of their family

'I don't live with mum. My mum moved away when I was 16 to be with her boyfriend. It was a hard time. I had to lodge with friends. My brother was living with his girlfriend but they split up so I moved in with him. Then we got evicted from that flat. I ended up moving to my dad's that Christmas. I was there for a month and then I moved back here and I was sofa surfing at mates' places. I am in a hostel now.'

'I was never lonely; I always had people to talk to. I just didn't have my own home. I just didn't have a home. I have never had my own bedroom. This is important. I need my own personal space.'

'I moved there at my old school, I was doing fine. As soon as I moved to XXX school I went downhill....I used to live in XXX County for 2 years and when I was living there I got on with it and I was doing really good but as soon as I came back here I got to XXX and it just wasn't right the school wasn't good enough and I just acted out really.'

'I got bullied and everything, when I moved to the north I got bullied because I was like from the Nottingham area and they'd see me as the foreigner so I got bullied up there, and then when I moved back down here, obviously people knew who I was and I got bullied for my dad not being around and that was the worst thing and I got mad and that's why I was getting into so much trouble because people were saying stuff about my dad and that and then like that was it, I just went mad didn't I and people like knew what they was doing and I think that was one of the main things why I got kicked out of school because of like my anger and that.. cos with everyone taking the mickey and that and me retaliating, the school just saw it as me, not as other people winding me up and starting me off'

'It's quite hard because we are homeless at the moment but we're ok because we managed to get a house and me getting a part time job and my dad got a part time job as well'

'I'd just moved from my foster parents to my partner's house. It was hard to settle in school because I was moving a lot from house to house. I wasn't able to concentrate and so I gave up'

'The hardest thing has been me changing schools and going through different places. Starting from one school here, then going to another and then leaving for [the North West] and then back. I couldn't settle at all'

'I came to Derby to live with my biological mum. I went to a different school here and I didn't like it'

3.3.9 Health issues:

Twelve young people reported that they have been affected by health issues that in some cases are profound. Those with health issues all say that it has affected their experience of school and their attainment.

'I was born with ADHD [Attention Deficit Hyperactivity Disorder]'

'I had a kidney infection and I missed some school. I went into a room sometimes to catch up with the work I missed. I had a tutor at home which came from the school.'

'I had post-natal depression when I had the baby. I had to take tablets.'

'I have irritable bowel syndrome so if I get too wound up I can end up in hospital'

'I have underactive thyroid but now I have it under control'

'I had a number of issues during the last year which led to developing anorexia'

'I have cystic fibrosis and the local authority with the school considered that I would be better prepared for my GCSEs with home tuition'

'I have diabetes'

'Went into business when I was in sixth form and then into hairdressing but I got ill and at the end they said I couldn't stay and that was horrible'

The other group of young people have reported that a close member of their family had been experiencing or experienced health related problems. This

again had a negative impact on young people and their performance at school.

'When they tell you your dad's got cancer it's hard. It is a worrying moment. Luckily it was treated and he's better' 'You just want to spend time with him - it might be the last moments - the last year with him. I didn't want to do anything except for stuff with my dad. When he was having chemo I stayed with him every day. He couldn't go out of the house. If he had got a cold he would have been seriously ill so he just had to stay inside. I would just be there with him'

'It was ok until year 11 when my mum was hospitalised for quite some time so I did miss quite a lot of classes. It was quite stressful for me and my dad it was a really hard time'

'I think I was depressed I wasn't myself I could attend school I couldn't concentrate and I was trying and getting to hospital as much as I could. Basically it made me be a different person. I was down all the time. I lost two months at school and my mum was in and out of hospital all the time'

3.3.10 Death of a parent or close family member:

Three participants had experienced the death of a parent or a close family member. Some experienced sudden death and others the death of a relative who was dying of a terminal illness and the situation was ongoing.

'He went into hospital on Christmas Day and he was supposed to get out on Boxing Day but he died suddenly. It was really hard especially because it was Christmas'

'It wasn't sudden. It was more ongoing because he had cancer'

Bereavement had profound effects on their progression and transitions. Specifically, the majority of these young people reported that the death of their parent made them more angry and aggressive towards people.

'My dad died and it went off the rails for me. Then I got banned from going back to school'

'When I was in year 9 I lost my dad and I got angry at everyone'

'It was because I wasn't supposed to show my emotions for my little brother and I got angry at people'

Some young people felt inspired to achieve as a way of demonstrating respect for the memories of dead relations.

'A few years ago, my nan passed away and I made her a promise on her death bed that I would go to uni no matter what'

3.3.11 Parenthood:

Seven of the young people who were interviewed were parents of young children (mostly mothers). Whilst the experiences of being a young mother were challenging, they were also a positive factor in motivating them to participate in education and training as a route to employment and the creation of a better life for their child(ren).

'I went back to school after she was born for the last year and did my exams.'

'Before the baby I was err... a lot of criminal convictions, police... being stupid basically and then baby comes and I think you've got to be the man now haven't you'

'I wouldn't change the baby for the world. It was hard at first but I have sorted it out. I want to give her a good life. A better life'

'I started here recently and I am doing a course on young mums to be'

However, there was a small group of young mothers who reported they were more reluctant to leave their young children with a nursery and continue with college or training even though they were planning on doing it in the future when their child(ren) were older.

'I am also having second thoughts about whether or not she [my partner] is ready to leave her daughter with nursery or a childminder at age 6 months'

'I was working and then I stopped because I am pregnant and I am having a baby'

'I found out that I was pregnant and because of this and morning sickness I did not attend well and dropped out'

3.3.12 Support services:

All the young people who were interviewed for the purposes of this project have been asked about the services which supported them. While 24 reported positive experiences of support services, seven reported poor experiences. Young people have had support from a wide range of partners, many of them (31) referred to Connexions services and to the tutors and teachers in their learning provider. Others mentioned health care workers, youth workers and youth offender workers, and other authority figures such as a head-teacher and a police officer. The majority of young people have appreciated the practical support from Connexions services. This was true of those young people who participated after an introduction from Connexions, but it was also the case for those young people we spoke with in different settings.

'The person that made a difference to my choices since leaving school has been (her Connexions PA) because she put me in touch with the

e2e course and because my attendance on this course was good, Buxton did accept me on to the Level 2 course'

'I was helped on a one to one basis by the Connexions PA in school who helped with the forms to get to college'

'The fact that they have been with me whilst I grew up. I know that there have been different people. From year 9 they have been there. We had a Connexions office in school. The teachers always said that if you needed help with anything to go to see Connexions. I went to see the PA a few times to ask her for help such as to get a job. I didn't talk it through with anyone else, purely Connexions. They have done more than just job search. They have helped me fill in my application. Also when my dad was violent and I needed help. When you are younger you can phone Childline but when you are over 16 they give you Connexions number and you can speak to them in confidence'

'Yeah, when I was at school we had XXX who works at Connexions and she was at school quite often. I always used to go and see her and built up quite a relationship with her; she knows the stuff that is going on at home'

'Connexions because they had always been here for me and they said that if I ever need advice I should go and see them. I even had one to one meetings with them'

'I saw the Connexions lady. She helped me to talk about my feelings because I was scared. She was dead good'

'I do need to talk to Connexions about my next steps'

'Connexions. They help you with all aspects, not just about education. I told them I had stuff on my mind and they said they could talk to me about that. There have been times when I have been really upset and I've come in here and they have listened to me. They have given me the advice I have needed. It's nice to know that you have got somewhere to go near where you live as well'

'I went to Connexions a few times. They helped me creating a CV and then I gave them out'

'When I was excluded I was in Stockport Connexions every day looking for work, every day from 9 till about 2 and in there looking for work'

Conversely, there were a number of participants who did not receive support from Connexions for various reasons.

'I had had a connexions PA at school but I don't think that they were able to help me much'

'She (PA) came to school one day and I went to see her to miss class and she used to talk for hours and I didn't like her. I asked about hair and beauty at the time but she wasn't useful'

'I just don't like them and their faces seem so dull. They look quite scary to talk to'

'When they wanted to help us at 16 it was just too early and then it was too late'

'I went there (Connexions) but I don't think they are really helpful'

'Saw Connexions a few times I think it was twice over that year – it doesn't seem much really – I didn't really get that much from them because she was saying the things I couldn't do and not the things I could'

In addition, some young people have received support from health workers or from youth offending services.

'I had a bit of counselling. I ended up going to a family therapy centre'

'I had a dietician. I just got a bit depressed about some of the things that were going on in school. I lost a lot of weight'

3.3.13 Information:

Fourteen people who participated in this study reported that they felt themselves to be relatively well informed about the immediate options available to them.

'People advertise on the internet and show off their skills on the net'

'I have been to the jobcentre and on the internet to find jobs'

'Next year I want to do a fitness course. It will help me to get fit for when I can get into the army'

'When you apply for the army, it brings up your grades. You also have to do a test. From the results of the test and your grades they make a decision. When you go into the army you have to apply for three jobs'

'Before I go into anything I do a lot of research about what the job involves, and real life situations.'

Young people get information about courses and learning providers from a range of sources including family and friends, school, training provides and Connexions. In most cases they would mention Connexions when specifically asked where they would go to find out information.

'Anybody. You are looking for me to say Connexions but to be honest I talk to friends, family, Connexions, the internet'

'My friend suggested Juniper'

'e2e has given me more ideas'

'Connexions said that if you did e2e you would get to know [unclear] and the staff would give you a little pass which says that you might not have all of the grades but they know you are a good person and that you turn up'

'I went to Juniper after my friend told me about it and they gave me information. I came to the CX centre for my referral to e2e and they told me about it. I spoke to the PA as well.'

'My friend was there and he said he really enjoyed it. I looked at his induction folder and it looked really good. I was waiting around until September so I could do this course'

'I would go to Connexions because they should know on what services to send me'

Nevertheless, there was a small group of young people who seemed to be aware of the wide range of information available to them but were too confused to make decisions.

'I think I might do this as part of the e2e course but not sure – I did not know who else could help me with this although [my PA] said to me that I should come here (to the Connexions office) for that'

'I don't actually know what I want to do. At the minute I am confused, there are so many options, I don't want to go to college, I don't want to waste 2 years of my life and then think I don't want to do that anymore'

'I don't know yet, will probably go and ask them'

3.3.14 Ambition:

All the young people who were interviewed aspired to employment. Many had been developing their skills to achieve certain goals relating to specific jobs. The majority of participants were aspiring to be employed in various jobs they had chosen and others were aspiring to just be employed.

'I would like to teach drums- you get good money for that'

'I want to be a holiday rep abroad'

'I would like to take up nursing and is especially interested in midwifery'

'It has been a long dream to get in the army'

'Dog training is my priority.'

'I don't really want to be unemployed'

'I want a job in retail or IT maybe or something to do with communications because I think I have good communications skills'

'After I leave here I want to get a placement and after that I will try and get a job'

The majority of young people also expressed great frustration at the lack of employment opportunity and lack of opportunity for people, such as themselves, with limited experience and qualifications.

'I have been handing out CV's and looking on the Internet but there's not a lot about'

'I have done a CV and have taken it into shops but they just take it and say they'll get back. They want you to bugger off. It makes you feel like you're just another piece of paper.'

'It's nothing I'm proud about. I don't tell anyone I'm scrounging. As soon as I can get out of it the better. It's nothing to brag about.'

'I just want to get a job, I want to go into upholstery or landscaping or something like that because I'm more of a hands on person'

'Before I went to college not having GCSEs was bugging me the most because I saw myself as stuck...in a way I still see myself as stuck but it was mainly my GCSEs and not getting into work. Still stuck now mainly cos there's nothing out there'

3.3.15 Outlook:

Despite having experienced several problems and barriers in their lives, many of the young people at this age remain positive and optimistic about their futures. Most of them appear to be determined to achieve their personal goals either related to their career or their personal life.

'The only thing that will get in the way is myself. You know that saying 'if you don't believe in yourself- no one else will!' Only myself can bring me down; If I don't want it enough. If I think in my head that I might not do well, then I might not. I have got good morals. I know how to go out and get it.'

'I feel like I'm doing something with my life. Juniper really is good with you'

'Would be to get a job as a chef or administrator or whatever ... be rich... have my own TV show'

3.3.16 Maturity

Even though the young people who participated in this study had a difficult time and experienced quite devastating situations, a significant number reported they came out more mature from their experiences and ready to face life.

'I think it was my mum and dad. Because they have had a bad marriage they are going through a divorce. They have been separate for a year although they have been living in the same house. Now my dad has another girlfriend and he is there most nights. My mum goes out with her mates every night. I need to fend for my self- cook my own meals. I have been picking it up on the way'

'I wouldn't change the baby for the world. It was hard at first but I have sorted it out. I want to give her a good life. A better life.'

'My outlook is that if people can be that immature, where are they going to get to in life? I am going to be more successful than them.'

'I thought: stop being a kid and mature up a bit'

'I've matured. I have been through a lot. Because I don't live with my parents I don't have them to fall on. If I don't get qualifications I have nothing. And I need to mature for the baby as well'

'Nothing really because I decided to mature'

'My maturity I think. It didn't help me in my life and a teacher told me that if I'd carried on then I would end up a criminal. So I started putting in some effort and at the end I finished third from my year'

3.4 Summary

The insight from the interviews emphasises that each young person who has experienced a period of NEET or who was NEET at the time of the interview has had a whole range of life experiences which have affected them each differently. There is no single 'typical' story. This overall finding emphasises the importance of services that are personalised to address the needs of the individual young person. However, the management of personalised services, and the range of skills and competencies needed by the range of professional services offering that degree of personalisation is a challenge. Personalised services are not necessarily individualised (where a key worker addresses all expressed and perceived needs), but neither are they modularised (where individuals are slotted into a range of standardised specialist provision). The challenge for support services where efficiency of delivery is paramount alongside a desire to enhance self-management among the client group is to

blend an approach which combines the effectiveness of individualised services alongside the efficiency and peer support offered by specialist provision.

Further analysis of the narratives offered by the cohort was undertaken to see whether there were any common associations between factors, or a frequently observed combination of factors which could help to build a typology of needs and therefore inform service development and delivery. This was undertaken using Nvivo software which codes thematic responses alongside the characteristics of the responders. This revealed a number of useful findings.

Theme	Mentions
Experiences that have influenced choices	
Low or average attainment at school	22
Varying experiences at and attitudes to school	22
Experiences of being bullied or bullying at secondary school	8
Differences between school and FE college experiences	19
Positive experience of work based training	10
Travelling issues – journeys to work and to learning	5
Complex family relationships	13
Frequent or long distance family moves	7
Health issues and caring responsibilities	12
Death of a parent or close family member	3
Parenthood	7
Support services notably Connexions	30
Feelings and attitudes towards choices	
Feeling well informed about their choices and options	14
Ambition to be EET and especially to find paid employment	20
Positive and optimistic outlook	6
Reflections on own level of maturity	6

The first of these is that the factor most often referred to by the group was low attainment. Factors underlying low attainment are diverse and complex and not the subject of this research; but what this underlines is that more than half of the group perceive that their uncertain career learning journeys began with lack of educational attainment. Of the 22 that report low attainment to have been an issue, ten volunteered that they had negative experiences of school, while eight also report negative experiences of college – by contrast eight (not necessarily the same eight) say that they have a positive experience of learning with work-based learning providers.

When the responses are sorted by location, age or gender there are no clear types that emerge. The sample is relatively small and relies on young people volunteering information over a short time period so wide ranging conclusions cannot be offered from the research, however there is a clear implication here

that factors that are experienced by young people (with the exception of parenthood for young women, and criminal activity for young men) are not commonly shared across the group. Similarly when sub-groups such as young people who experienced bullying, who reported health issues, or who had been through a number of house moves were examined there were few meaningful associations that could be made.

Nevertheless, it is clear that the themes mapped by the research are not experienced by all young people. Half of the young people (19) who participated in the research reported up to four of the themes in their recounts of their career learning experiences. 8 of this group of 19 who report few of the thematic experiences say that low attainment is a key factor in their experiences which have included a period of NEET; and for three of the group low attainment was the only key factor that they identified as being a significant issue in their career learning journeys. Across the rest of this group health issues solely account for 5 of the 19 young people, bullying solely accounts for 2 of the 19. Parenthood accounts for 4 of the young people in this group, and of these 2 young people report no other negative issues, and 2 have talked about parenthood alongside experiences of traumatic home moves and health issues. Also within this group only seven reported positive experiences of support services, whilst six reported negative experiences of support services. Consequently, within this group there are young people who perceive that their career learning journeys have been hampered by just one or two issues, but that within this group there are fewer instances of engagement with services that have been supportive.

At the other end of the scale are a smaller group of young people who have reported experiencing many more of the factors that emerged through the research (between seven and ten). In total, seven young people reported the highest incidences of factors, this sub-group all reported low attainment, all reported negative experience of school, and all reported difficult family issues. In addition four reported health issues and 2 were young parents. However, all reported positive experiences of support services and none had any negative experiences to report.

By examining the number of themes volunteered by young people it is possible to characterise the group as those who have multiple and varied issues that affect their ability to participate in learning and the labour market, and those who have few obstacles. A simple numeric count of frequency of mentions is not a particularly robust measure (it may simply reflect that some young people were more talkative or more relaxed or open), neither does it offer much granularity (a single issue may have a more profound on one young person than a range of issues experienced by another); but the findings here seem to indicate that when young people do have multiple issues, they are better supported than those individuals who have fewer issues to deal with – and yet they have all experienced a period of difficulty which sees them unable to participate in learning and the labour market.

4 Reflecting on the research process

4.1 Introduction

Research has an important role in understanding client needs, informing service providers, influencing service provision, and assessing the impact of those services. In the spirit of reflective practice (Schön, 1987) this research process has offered opportunities to reflect at a number of different levels, and notably on:

- the approach to organising the research
- the methods used with young people
- analysis and representation of the insight provided by young people
- dissemination of research findings
- organisational structures and the nature of partnership working
- embedding research practice into mainstream activity

In this section we summarise our reflections under these headings.

4.2 Reflections

4.2.1 The approach to organising the research

Importance of ethical approval

High quality research is always underpinned by ethical frameworks to guide practice. Researchers at the University of Derby benefit from an ethical policy and code of practice which applies to all research projects undertaken by staff and students at the university.

As a reflection of its five core organisational values the university is concerned to protect the rights, dignity, safety and privacy of research subjects, the welfare of animals and the integrity of the environment. The university is also concerned to protect the health, safety and academic freedom of researchers and the reputation of the university as a centre for appropriately conducted, high quality research. Underpinning the standards are the ethical imperatives of do no harm (non-maleficence) and do good (beneficence).

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The infrastructure for considering ethical issues associated with each research project and for ethical approval are becoming well established. This research project was approved following this process which ensures that researchers reach a position of agreement that all aspects of the research are conducted in an ethical manner (British Educational Research Association 2004). In this instance, the ethical issues surrounding research with young people were considered by the appropriate Research Ethics Committee who requested a number of modifications and clarifications including rewording the

consent form and a full explanation of the use of the high street vouchers as an acknowledgement of participation, rather than an incentive or reward. This process ensured that;

- issues of ethical practice had a high profile at all times during the fieldwork phases of the research
- the duty to safeguard young people and vulnerable adults was addressed. All researchers held Criminal Records Bureau (CRB) checks which were available for review
- the researchers produced informed consent letters (see Appendix 2) which were used with participants first as a discussion document and then as a record of understanding and agreement about the research process. Issues such as digital recording and confidentiality were crucial and were verbally explained to each participant
- young people were signposted to local sources of support where appropriate as a result of issues being discussed during the interviews.

Customer insight with vulnerable young people is a process which does highlight a number of ethical concerns and it is, at the very least, helpful to the research team to be reassured that these considerations have been made and formally agreed.

Access to young people

The research sought to identify and interview young people who were either classified as NEET, or who had been through a period of time since leaving school when they had been NEET. The conundrum is finding ways to meet and interview people who might be disengaged via agencies whose role is to engage them. The research team actively sought to engage young people via a range of intermediaries and services. It was important to go through these channels (as opposed to adopting an outreach approach for example) because the research process required a safe and comfortable setting in which to conduct interviews, and an intermediary who already had an established relationship with the young person would lend their credibility and authority to the research team.

A number of different approaches were considered, pursued and were ultimately unsuccessful including:

- Approaching members of a young people's participation group, however membership of this group was exclusively of engaged young people
- An approach to the Youth Offending Service, who were initially interested but due to resource issues were unable to participate
- Jobcentre Plus advisers in one centre spoke with young people about the research, handed out consent letters with their names and mobile

numbers and sent these to the research team. Appointments were made with nine young people, but none of them actually attended

- Approaches made to special interest groups, including those for young parents or mums-to-be, across the area but they either did not want to participate or their client group did not fit the criteria.

Barriers to engagement were thus either a wariness about the research and a desire to 'protect' professional relationships with clients (which can be hard won and fragile), or more practical constraints such as the lack of interview space in the case of Jobcentre Plus.

Access to young people via Connexions services was very successful in that young people do attend interviews and are very amenable to the interview process. They may not however represent the range of experiences of young people who are 18 and have experienced periods of being NEET. Consequently, young people from training providers were approached later in the research process to participate in the research to provide a non-Connexions introduction. This was successful, but it did mean that the age range of participants needed to be relaxed a little with several younger participants (age 16 and 17) being interviewed.

The selection of candidates for research by intermediaries introduces the potential for bias. Careful briefing of intermediaries is important with regards to the selection of participants to try and reduce this, although it is difficult to control for this.

4.2.2 The methods used with young people

The identification and selection of appropriate facilities and timing is an important element in setting up interviews with young people. They are more likely to turn up for research activities when the situations or premises are familiar. Similarly they are more inclined to participate if they would be present for a different purpose such as training or meeting an adviser or advocate. Where young people are unfamiliar with the venue, they are less likely to wish to participate. This was illustrated by the lack of response by Jobcentre Plus clients who were asked to attend the research interviews at the nearby Connexions centre. Where young people are approached beforehand to participate in research, the potential for their engagement is maximised if the intervention comes soon after the initial approach. If young people are left for a period longer than a week the likelihood of their participation is reduced.

The processes of gaining agreement for the research approach can often seem quite formal and alien to some young people. Where young people have previously engaged with services they are more likely to be familiar with a negotiated approach to agreeing rules by which to work. However, where this is not the case, a more supportive and open discussion is necessary which allows young people to ask questions and clarify their understanding. Gaining consent from participants is fundamental to an ethical approach and for this reason a variety of methods of gaining this are necessary. During the

research, an informed consent document was used and clients were asked to read through this. For some young people with literacy difficulties, this was inappropriate and alternatives such as the researcher reading the letter were used. Verbal consent was necessary in situations when young people were unable to sign a document in a way which suggested they had read and understood it.

Preparation for the research interviews is essential; however young people need to be given the space to develop their stories fully. The use of a rigid questionnaire approach is not appropriate in helping young people explore their issues fully. A semi-structured conversation which facilitates discussion and allows participants to develop their narratives is a more successful approach to adopt.

Many of the young people who participated in the research gave detailed personal accounts of some of the difficulties and barriers they had faced and which had affected their transition from school to further education, training or employment. The research process had the potential to unlock unpleasant and unwelcome memories which give important new insights into young people's lives and experiences. An important element of the approach adopted was the need to develop a rapport and an element of trust before embarking on difficult discussions. Both the researchers who conducted the interviews are very experienced at working with young people, but in addition the authority and objectivity imparted to them by virtue of them being employed by the university helped generate trust and authority.

Research with disadvantaged and vulnerable young people requires a high level of research interview skill. Conversations held with the participants revealed complex and often distressing stories and at times this proved difficult. Research of this intensity can often prove difficult both to the participants and to the researchers themselves. The establishment of supportive formal and informal debriefing processes can help to minimise the effects of any distressing conversations.

The structured but open-ended narrative approach adopted by the researchers worked very well with the young people. During the early phases of the project an innovative technique known as Bill Law's Three Scene Storyboarding² was discussed as an alternative approach. However, early experiences of undertaking the research discouraged use of storyboarding for 3 reasons, 1) the research instruments and approaches were working really well; 2) pilots of storyboarding at the university within a structured setting found it took a long time to carry out, in terms of setting up, the process itself and then the reflection time, 3) storyboarding requires trust, very often young people only spoke of the critical things affecting their experiences of NEET towards the end of the interview – storyboarding requires that they offer this very early in the engagement. This was not then adopted in the research process, as a different approach would need to be applied to the whole process from that which was set in motion. However, as part of a long-term

²See Bill Law's Career Cafe at <http://www.hihohiho.com/storyboarding/sbstockroom.html>

intervention, either within a research context or advice and counselling, the Storyboarding concept could provide an innovative and engaging tool to support the engagement process.

4.2.3 The analysis and representation of insight

The research process provided a large quantity of data which revealed complex and often poignant stories about young people's lives and experiences. The richness of the data and the range of backgrounds and experiences were all worthy of record. Whereas initially the plan was to use researcher notes for analysis, the quality of data coming through has encouraged the research team to transcribe large sections of the interviews.

While research notes provide a useful foundation for analysis, the availability of large sections of transcribed conversation can present a challenge. The research team used the software package; Nvivo to manage and code the data. This approach allowed the maximum quantity of data to be used for a themed representation in a cost effective manner. It has also facilitated additional analysis which sought to identify emerging types or common associations of themes identified by young people.

As always, the availability of a rich source of data presents a conundrum between the need to synthesise the findings in an accessible way whilst preserving the true spirit, richness and complexity of the life stories of the participants. The research team have adopted a two strand approach to presenting the findings of the project. We have offered analysis against the emergent themes and in addition provided anonymous synoptic, case studies to enliven this analysis.

4.2.4 The dissemination of research findings

The findings from the research have been discussed within the research partnership and within each research partners' organisation. They have also been presented to members of the EMIEP and further interest in the research has been expressed by both local 14-19 partnerships and national policy makers and conference organisers.

The value of customer insight however is that it brings a perspective to a wide range of services that they would not normally have – in this case for example, it brings a set of perspectives on engagement with education services, FE and work-based learning, health services, social services and Connexions services. The narratives may not offer new insight to those providers of services that develop personal and on-going relationships with young people such as those who participated in the research – but many services are not always able to do this and neither are many service managers and policy makers. The value of the research is that it brings an unfamiliar user perspective, in a familiar format. Strategies to disseminate the research insight beyond its natural audience are challenging but important.

The project team believe that this research, conducted through an ethical and robust methodology has produced important data which could be useful for individuals and organisations developing national policy initiatives. Whilst local dissemination is important, the dissemination of the findings of this research should be conducted more widely at national level. This will require partners to develop not just a local but a national dissemination strategy.

4.2.5 Organisational structures and the nature of partnership working

The research project brought together four key partners in a process of creative development and exchange of ideas and information. Regular meetings were held to maintain momentum and continue the exchange. At these meetings there were several instances where:

- Contacts in different organisations were shared either in association with the project or with other issues;
- Technical information about the collection, collation, analysis and presentation of data by each partner was shared and discussed;
- Contextual information associated with key developments within each organisation was shared and the impact upon the research process considered
- Issues associated with the design and delivery of the whole research project were presented and discussed.

Consequently, in terms of information exchange and mutual learning the research process has contributed to the development of organisational capacity across the partners.

Initially it was anticipated that the local authority partners could nominate team members to shadow or support the operational delivery of the research. In practice this became impossible, not least because of the organisational restructuring taking place in the context of funding cuts and the consequent impact on staff workload. Shadowing researchers in the NEET project simply became a lower priority.

It would also have been beneficial if the research steering group included a broader range of stakeholders for at least two key reasons, firstly it would have speeded up access to particular groups as a broader range of agencies would have understood the project and encouraged participation. Secondly, a broader discussion of the implications of the research and potential policy responses would have been better held by a broader range of stakeholders who have responsibility for taking policy actions forward.

4.2.6 Embedding research practice into mainstream activity

During the course of the project, CCIS data was interrogated in new and revealing ways. This suggests that this data is a relatively untapped research

resource which has the potential to provide further insights into the lives of service users. The following points are examples of how the EMIEP NEET project has impacted upon the data reporting of Connexions Derbyshire Ltd in its work with the two local authorities. Connexions has constantly developed its reporting to meet the changing agenda and targets over the past seven or eight years but the project has allowed more scope for non routine aspects to be introduced. The work of the EMIEP has also complimented the Derby City based project on Raising of the Participation Age:

- An annual NEET analysis takes place as at the November 30th national snapshot date. The actual analysis takes place in January and February and is intended to allow trends to be examined and actions recommended to local Connexions teams and partner agencies. For 2009 extra search criteria were added to clearly show the age breakdown as against local authority ward data and vulnerable groups. This took account of the smaller geographical patches from EMIEP in Derby City, Erewash and High Peak.
- The emphasis on 18 year old NEET has been a particular challenge as this is a group that in Connexions age group terms can be quite difficult to engage with as many would rather work with Jobcentre Plus or be self supporting. The work of splitting NEET into age groups for analysis purposes has continued but a specific breakdown of 18 year olds is now produced on a monthly basis by Connexions. If 'reasons' for becoming NEET or joining EET can be factored in then this will help reduce NEET levels.
- It is planned from September onwards that a rationale for leaving learning is linked to a set of searchable codes on the CCIS database. At present the findings from the Derby City RPA project will form the basis but the conclusions from the EMIEP project primary research are also be factored in. A proportion of those leaving learning for whatever reason join the NEET group.
- NEET joiners have more recently taken on more prominence in management information analysis terms. Up to 4 years ago it was possible to identify very easily joiners and leavers to and from NEET but due to technical changes to the upload this was then lost. Involvement in the EMIEP project has helped development of new ways to analyse joiners to NEET and this will be progressively mainstreamed.

4.2.7 Further research questions

The customer insight project has provided a wealth of quantitative and complementary qualitative insight into the diverse experiences of young people and their engagement with services after Year 11. Inevitably, the research has raised further questions about their experiences:

- The research participants were all young people who had experienced a period of being classified NEET. Had additional resources been available it would have been useful to undertake a set of interviews with young people with similar characteristics (i.e. 18, low to average attainment with similar vocational ambitions and living in the same areas) who weren't NEET to provide a contrast and to begin the exploration of the extent to which an individuals' characteristics, or interaction with core services prevent disengagement.
- The research suggests that young people with multiple disadvantages have a more positive experience of support services than those with few, however while many of the participants were vulnerable, they tended not to be the most disadvantaged or the 'hardest to reach'. Additional work with this group would also begin to explore the extent to which services are unable to re-engage them.
- It would also have been useful to represent the data geographically but this was not possible within the scope of the project due to the different systems used at the City and County. Geographic representation of data would add to its accessibility and interpretation.
- The findings related that half of the sample of young people who participated in the qualitative element of the research had low attainment. If CCIS could be matched to attainment data a more thorough and statistically significant test could be made between attainment and propensity to experience a period of NEET, or indeed between particular characteristics.
- Further insight into the engagement of particular groups of young people would be important within the context of the group as a whole. For example, a high proportion of young people who are parents are also characterised as NEET and similarly young people with LDD experience periods of NEET as they get older – insight into the experiences of these groups and their engagement with support services and wider provision would help focus priorities and engagement.

4.3 Learning from the mixed method approach

The particular approach adopted for the research combined insight from analysis of both detailed management information collected by the Connexions Client Information System with in depth qualitative insight with 40 young people. The particular benefit of using this mixed method approach is that each approach augments the knowledge and insight derived from the other. For example, in the case of the characteristics of young people who are, or who have been NEET CCIS provides a wealth of information. It can be analysed to show how many young people have been NEET, where they live, their gender and ethnic background. It can also quantify the numbers of young people who are available to the labour market and those who are not (due to offending behaviour or pregnancy), and it can identify the types of occupation that young people are aiming for and their immediate past activity. The

context provided by CCIS is very detailed, robust and reliable, but while it sets out where the issues lie, it cannot help identify what the needs of young people are, how many young people experience those needs nor which services might address those needs.

An example is that of teenage pregnancy. Because CCIS maintains records of all young people within a particular age range it is possible to provide detailed information such as that given in the chart 2.8. This confirms that the majority of teenage parents are NEET, and we also know that a high proportion of NEET young people are teenage parents. Strategic responses need to consider causality, so for example are young women NEET because they are pregnant and have caring responsibilities, or does the experience of NEET lead them to take motherhood as a career choice? Similarly they need to consider efficacy of approach; what is it that facilitates one third of young parents to engage in learning and in the labour market? The insight work in Derbyshire began to explore some of these issues, among the seven young parents who participated. So for example, four of the seven left school with low attainment, whereas three enjoyed school, the experience of parenthood has been a factor in advancing maturity and for three of them in developing a sense of maturity and adulthood. Whereas some might not have chosen to have a child so young, none would now want to change the fact that they are parents.

More broadly, insight techniques reveal the prevalence of a range of issues experienced by young people in their post 16 career learning journeys that management information systems do not. These include issues to do with health, family (supportive or otherwise), house moves and homelessness, bullying (as victim, perpetrator or both), death of a close relative or parenthood. It also reveals degrees of emotional resilience, the extent to which they are motivated to keep trying, maintain confidence in themselves and have a positive outlook.

5 Summary and Recommendations

5.1 Summary of research context

In 2009 East Midlands Improvement and Efficiency Partnership (EMIEP) established a project to ensure that customer insight and research resources and expertise are developed, shared and deployed effectively across the East Midlands. This report summarises the findings and reflections of a process of applying customer insight and other research methods among young people in Derby and Derbyshire who are, or who have been 'not in education, employment or training' (NEET). The research has been conducted by a partnership of Derbyshire County Council, Derby City Council, Connexions Derbyshire Ltd. and the University of Derby. It presents the statistical detail of the size of the NEET population and the characteristics of young people who are, and who have been NEET, from the Connexions Client Caseload Information System (CCIS). This then sets the context for in depth qualitative insight work with 40 young people who have been, or who are NEET, from localities in both the City and the County areas.

Recent literature has highlighted a number of features about young people who are NEET, including that the group is heterogeneous, it is a temporary experience for most, being NEET is not automatically synonymous with having low or no aspirations, and only a very few are continuously NEET from leaving school to adulthood. This research sought to explore and develop these insights further in the light of local experiences.

Young people (under 25 years) typically represent a third of all unemployed people across Derby and Derbyshire. The focus on reducing youth unemployment and social disengagement has been taken forward by a range of partners as part of the Children's Trust arrangements, with targets to reduce the proportion of young people aged 16 to 19 (or 25 under particular circumstances) who are NEET. As the proportions of NEET aged 18 have been steadily increasing, the project has focused on this age group.

5.2 Key findings from analysis of CCIS

Analysis of Connexions CCIS reveals, or confirms a number of important findings:

- Not all young people who are not in employment, education or training are able to take up existing opportunities as they might have caring responsibilities, health issues or have a custodial sentence. The 'not available' group represent 20% of the NEET cohort.
- As young people finish school they are asked what their plans are, 90% of those in Derby and Derbyshire who plan to stay in education do so, however, only 12% of those who want to find work are actually in employment in the November following when they leave school.

Employment for young people aged 16/17 was generally not a realistic option in 2009.

- Young people from black and minority ethnic groups are less likely to be NEET in Derby and Derbyshire.
- CCIS records young people's 'individual circumstances', consequently it provides snapshot data of the nature of the cohort, such as that 8% of NEET available young people in the County are supervised by the Youth Offending Service and of this group of 94 young people, 84% were male.
- Similarly, young people who are vulnerable, such as those who have care orders, are supervised by YOS, have learning difficulties or disabilities, or are young parents are more likely to be NEET, for example, 31% of the 656 young people supervised by YOS across the whole of Derbyshire were NEET (available). Similarly, of the 794 teenage parents, 58% were NEET (not available) and 9% were NEET (available).

Recommendations

Young people need to be advised about the prevailing conditions in the local labour market so that their choices and ambitions are grounded. This needs to be in place early in Year 11. It is also essential that young people are supported to have alternative plans.

Support for young people needs to recognise the particular requirements associated with being a teenage parent, having learning difficulties or disabilities or having a supervision order.

Further analysis was undertaken of the characteristics of the NEET cohort as a whole and of the flows in to and out of NEET within two contrasting districts; High Peak and Erewash. A number of findings emerged from this analysis:

- There were differences in the nature of the NEET group between localities in terms of the size of the group, their characteristics and their ambitions.
- In Buxton most of the young people becoming NEET had previously been in employment, while in Erewash many joining the NEET group came from 'unknown' activities. Unknowns represent a group of young people who have not maintained contact with Connexions for a range of reasons including temporary moves out of the area, employment of a type not recognised by DfE, or simply because they have declined to participate in the follow up contact process delivered by Connexions.
- Across the High Peak and Erewash areas young people tended to move from NEET to EET destinations that were either accredited training including e2e provision or employment (much of which in Erewash was part time).
- 18 year olds represent 52% of the NEET cohort in Derbyshire County and Derby City. At this age, young people are more likely to have been

NEET for more than 6 months, but not markedly so, although there are significant local variations where up to a third of 18 year old NEET have been so for more than twelve months.

- The Learning Difficulty and Disability (LDD) breakdown shows that across both Derbyshire County and Derby City all those who had a category of LDD while still at school later made up at least 25% of the 16 to 18 NEET group, a proportion that was much higher in some localities (e.g. 34% in Buxton).

Recommendations

Partners supporting young people should share information and intelligence about their destinations to ensure that resources are appropriately allocated and provision put in place to support and protect young people.

NEET young people are getting older; there needs to be greater continuity between young people and adults careers services (facilitated through the development of the all age service) and between these services and Jobcentre Plus.

Enhanced transition support for young people with LDD should be maintained and supported, including negotiation for appropriate provision.

Data-sets, such as CCIS, that provide comprehensive, accurate and timely data on young people who engage with support services should be maintained, developed and analysed to inform both strategic and operational decisions.

5.3 Key findings from qualitative customer insight

The characterisation of the NEET cohort through investigation of CCIS is very valuable for insight into levels and type of service provision. However, statistical data alone is unable to attribute causality to observed phenomena or the direction of causality (for example are young parents more likely to be NEET because they are young parents? or young parents because they are NEET?). The customer insight process then moved on to identifying, engaging, interviewing, recording, analysing and reporting the perspectives of 40 young people.

Those young people who participated in the research were not selected to be representative of all young people who are NEET or who have been NEET since they left school, not least because of the problems with identifying a small group of young people whose collective life experiences can be described as 'representative'. However their experiences will be fairly typical of the group. Many had been through life experiences which would have challenged socially connected and healthy adults.

Using an inductive approach to qualitative research, the researchers observed that a number of factors were frequently mentioned by the young people either in isolation or as one of a series of events and issues. These themes formed the basis of the coding framework that was applied to notes and transcripts using Nvivo software. Additional themes emerged in the coding process. Some of the themes arose spontaneously from young people's accounts of their experiences, whilst others are responses to specific prompts in the interview schedule. The themes that young people frequently mentioned when recounting their career learning journeys are:-

Low or average attainment at school (22 mentions)

'I didn't pay much attention to my GCSE grades- that's why they're not very good. I wasn't really bothered. I wish I had though. I got D's and E's'

Varying experiences at and attitudes to school (22 mentions)

'Yes I liked school. I liked it because I had friends there'

'I was a terror. I wasn't malicious. I couldn't concentrate. I got bored so I would entertain myself and distract others while I did s.'

Experiences of being bullied or bullying at secondary school (8 mentions)

'... The difficult thing was that I was bullied. I got bullied all my life by the popular kids'

'We went to the head teacher but because he could not prove it he didn't do anything'

Differences between school and FE college experiences (19 mentions)

'Very demanding. So much work and I just couldn't cope. I wasn't enjoying psychology and I know I wasn't doing well'

Positive experience of work based training (10 mentions)

'XX is great. It is magnificent the way they treat you like adults and not like kids. They don't tolerate bullying. It is local and there are no travel issues. They are just marvellous'

Travelling issues – journeys to work and to learning (5 mentions)

'I did get into it too but it was also the travelling. I had to get 2 buses into Manchester every day. It was a bit tiring. By the time I got home I didn't want to be out with my friends and my social life went a bit down'

Complex family relationships (13 mentions)

'I didn't have a mum through years 7, 8, 9, 10, and 11. It affected me a lot. She just went away. It affected my confidence. It wasn't her fault though. She had to move to XXX with her new boyfriend. We used to go up to see her. But then one day we just never saw her again'

'I really bonded with my nan. She worked so that I could have it. Now my Nan has died, though I have been getting on better with my mum. Also my grandad is my father figure'

Frequent or long distance family moves (7 mentions)

'The hardest thing has been me changing schools and going through different places. Starting from one school here, then going to another and then leaving for [the North West] and then back. I couldn't settle at all'

Health issues and caring responsibilities (12 mentions)

'I had a kidney infection and I missed some school. I went into a room sometimes to catch up with the work I missed. I had a tutor at home which came from the school.'

'It was ok until year 11 when my mum was hospitalised for quite some time so I did miss quite a lot of classes. It was quite stressful for me and my dad it was a really hard time'

Death of a parent or close family member (3 mentions)

'My dad died and it went off the rails for me. Then I got banned from going back to school'

Parenthood (7 mentions)

'Before the baby I was err... a lot of criminal convictions, police... being stupid basically and then baby comes and I think you've got to be the man now haven't you'

'I found out that I was pregnant and because of this and morning sickness I did not attend well and dropped out'

Support services notably Connexions (31 mentions)

'I saw the Connexions lady. She helped me to talk about my feelings because I was scared. She was dead good'

Feeling well informed about their choices and options (14 mentions)

'Before I go into anything I do a lot of research about what the job involves, and real life situations.'

Ambition to be EET and especially to find employment and start earning (20 mentions)

'I just want to get a job, I want to go into upholstery or landscaping or something like that because I'm more of a hands on person'

Positive and optimistic outlook (6 mentions)

'The only thing that will get in the way is myself. You know that saying if you don't believe in yourself- no one else will!' Only myself can bring me down; If I don't want it enough. If I think in my head that I might not do well, then I might not. I have got good morals. I know how to go out and get it.'

Reflections on own level of maturity (6 mentions)

'I've matured. I have been through a lot. Because I don't live with my parents I don't have them to fall on. If I don't get qualifications I have nothing. And I need to mature for the baby as well'

Recommendations

Pastoral support for young people enduring crises or transitions should be readily available and accessible to all young people within schools. This should be friendly, professional, independent support that young people can use as an advocacy and support service.

In addition to having policies on bullying, schools should have policies relating to support for new students, those with health issues or young carers, and those dealing with the death of a parent or close relative.

Young people should be aware of the range of qualifications and different types of learning providers that offer post 16 learning whilst they are still at school.

The teenaged parents who participated in the study had a positive outlook and were ambitious for themselves on behalf of their children. Young parents' views of their non-availability to the labour market should be challenged.

The majority of young people valued the support they had got from a range of agencies, notably from Connexions. They value having somewhere to go to where there will be someone to talk to.

Several of the young people who participated had experienced a number of linked challenges involving a number of themes with family relationships, moves, bullying, anger issues and low achievement all inter-related. However, relatively few of the young people that we spoke to recounted these types of compounded series of experiences. Others recount fewer challenges that have affected their progressions through learning and work, but those few can either be profound (as in the loss of a parent), or relatively straightforward to overcome (unexpectedly low attainment leading to a period of uncertainty before enrolling on a training course).

The research process also sought to identify associations between factors. There were some clusters observable within the dataset, for example the young people in Glossop all mentioned health issues, whilst almost half of the young people who said they enjoyed school were currently with one of the work-based learning providers. However, within the data it was not possible to identify associations between factors.

Recommendation

Young people who experience NEET do so for a range of different reasons and have very different circumstances. Support for them should build on their positive outlook, and be personalised, independent and consistent.

5.4 Reflections on the research process

Reflections on the customer insight research process highlighted a number of important factors including:

- The importance of ethical approval
- Processes of ensuring access to young people in places and at times that are suitable for the participants
- The importance of partnership relationships is critical to ensure both insight into the research questions, access to participants, and reflections on findings and their implications

- The value of using customer insight research both among the research team and for participants
- Embedding research practice and insights into mainstream activity.

Recommendation

Customer insight research provides a powerful tool for informing professional practice and practitioners, and engaging young people in service development. Opportunities to extend the practice should be explored for future work across public services.

5.5 Further research questions

The customer insight project has provided a wealth of quantitative and complementary qualitative insight into the diverse experiences of young people and their engagement with services after Year 11. Inevitably, the research has raised further questions about their experiences:

- The research participants were all young people who had experienced a period of being classified NEET. Had additional resources been available it would have been useful to undertake a set of interviews with young people with similar characteristics (i.e. 18, low to average attainment with similar vocational ambitions and living in the same areas) who weren't NEET to provide a contrast and to begin the exploration of the extent to which an individuals' characteristics, or interaction with core services prevent disengagement.
- The research suggests that young people with multiple disadvantages have a more positive experience of support services than those with few, however while many of the participants were vulnerable, they tended not to be the most disadvantaged or the 'hardest to reach'. Additional work with this group would also begin to explore the extent to which services are unable to re-engage them.
- It would also have been useful to represent the data geographically but this was not possible within the scope of the project due to the different systems used at the City and County. Geographic representation of data would add to its accessibility and interpretation.
- The findings related that half of the sample of young people who participated in the qualitative element of the research had low attainment. If CCIS could be matched to attainment data a more thorough and statistically significant test could be made between attainment and propensity to experience a period of NEET, or indeed between particular characteristics.
- Further insight into the engagement of particular groups of young people would be important within the context of the group as a whole. For example, a high proportion of young people who are parents are also characterised as NEET and similarly young people with LDD experience periods of NEET as they get older – insight into the

experiences of these groups and their engagement with support services and wider provision would help focus priorities and engagement.

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Appendix 2 Interview questions and consent form



Career Learning Journey Research

About this research

The University of Derby is working with local partners to find out more about your experiences after you left school. This research is being undertaken with you because we are interested in your experiences since leaving school. The research is interested in finding out what things that have happened to you have made a difference – for good or bad – to your choices about working and learning. In other words, what has influenced the choices you have made. If you want to know more, or have any concerns then you can email or talk to the research manager, Jo Hutchinson j.hutchinson@derby.ac.uk or phone - 01332 591 267.

Your involvement

We have some questions that we would like to ask you. We will be recording your answers and taking some notes. You only need to give us your first name. What you tell us will be analysed by our research team and a report will be written for the local council. We may use the research to write other reports for wider publication. We will not say who said what and no information that could identify you personally will be passed to any third party. Files are kept securely at the University. You can withdraw from the interview at any time without telling us why.

Your first name: _____

Your age: _____

Please sign below to say that you understand what the research is about, how the answers you give will be used, and that you agree to take part.

If you have any questions please ask us, before you sign.

Signature: _____

Please sign again to say that you have received your voucher.

Signature: _____



Career Learning Journey Research

Interviews with young people

Introduction to Questions

- Introduce ourselves
- We are really interested in what you want to say
- Explain the project and its outcomes/benefits in terms of future improvements and filling a gap in knowledge
- We are aiming for a relaxed, open, honest discussion
- Our role is to guide the discussion
- Because we are keen to capture the detail of what you want to say I will take some notes to make sure nothing is missed
- I will be taping the session because I need to listen back to you what you say
- Feel free to talk to each other if you want
- We will be finished by.....
- Please use first names
- There are no wrong answers, only different points of view
- Please switch phones off
- Confidentiality will apply (explain)
- Explain the formal permission process and apologise for its formality

2 Finding out about you

- What are you doing now (get a broad picture of current destinations; get a detailed account from 1:1, 1:2 interviewees)
- What is good/not so good about what you are doing now
- What did you do straight after leaving school? And what have you been doing since then?
- Looking back, how do you feel about the move from school to where you are now? (prompt felt/feel good, strong, confident, useful, like learning, 'up for it' OR feel/felt confused, shaky, unsure, not bothered)
- What has made a difference to your choices since school?
- Who has made a difference to your choices since school?
- Did you think you had enough information about your choices?

3 Your aspirations

- Do you have a clear idea of what sort of job you'd like to have? Do you have other jobs that you'd like to do?
- Who has inspired you to achieve things in your life?
- What / Who is going to help you get the sort of job you want to get?
- What / Who is going to get in the way of doing the job you want to do?
- Do you think your skills and abilities are right for the type of training / employment situation you might find?

4 Turning Points

- What has been the hardest thing for you to deal with since leaving school?
- What or who has helped you with this?
- What has been the most positive thing that has happened to you since leaving school that has helped you on your learning journey?
- What or who helped make this happen?

5 Decision Making and IAG Services

- How have you got to where you are? By decision? By drifting?
- Did you consider a range of options or just this one?
- Who has influenced your path to do what you are now doing? (prompt 'mates', teachers, Connexions PA, parents, t.v. / community role models)
- Of those, who has been the most important? And why?
- Do you think that your career advisers in school or from Connexions have taken the time to really listen to your needs and concerns?
- Do you have any examples to explain your response?

6 Future Plans / Expectations

- What are your future plans? (seek examples)
- Do you think they'll work out? If not, why not? (prompt financial pressures, family pressures, the economic situation, not succeeding)
- Do you feel 'in charge' of where you go in life or will life take you where it takes you?
- What one thing would make a difference to helping you feel in charge or more in charge?

Appendix 3 Equality and other characteristics of NEET cohort 16-18 – Derby and Derbyshire

Identifying and supporting those most likely to become NEET and helping those that are NEET return to work or learning

NEET 16-18 Ethnicity Breakdown (Available and Not Available) - Derby City

Ethnicity	NEET Available	Male	Female	Total %	Male %	Female %	NEET Not Available	Male	Female	Total %	Male %	Female %
African	0	0	0	0.0%	0.0%	0.0%	0	0	0	0.0%	0.0%	0.0%
Bangladeshi	4	3	1	0.8%	0.6%	0.2%	0	0	0	0.0%	0.0%	0.0%
Caribbean	6	4	2	1.2%	0.8%	0.4%	1	0	1	0.8%	0.0%	0.8%
Chinese	0	0	0	0.0%	0.0%	0.0%	0	0	0	0.0%	0.0%	0.0%
Indian	6	3	3	1.2%	0.6%	0.6%	3	1	2	2.3%	0.8%	1.5%
No Information	16	7	9	3.2%	1.4%	1.8%	9	3	6	6.9%	2.3%	4.6%
Other	4	1	3	0.8%	0.2%	0.6%	1	0	1	0.8%	0.0%	0.8%
Other Asian Background	1	1	0	0.2%	0.2%	0.0%	1	1	0	0.8%	0.8%	0.0%
Other Black Background	4	1	3	0.8%	0.2%	0.6%	0	0	0	0.0%	0.0%	0.0%
Other Mixed Background	3	1	2	0.6%	0.2%	0.4%	1	0	1	0.8%	0.0%	0.8%
Other White Background	12	9	3	2.4%	1.8%	0.6%	1	0	1	0.8%	0.0%	0.8%
Pakistan	16	6	10	3.2%	1.2%	2.0%	3	1	2	2.3%	0.8%	1.5%
Refused	7	4	3	1.4%	0.8%	0.6%	1	0	1	0.8%	0.0%	0.8%
White and Asian	3	2	1	0.6%	0.4%	0.2%	0	0	0	0.0%	0.0%	0.0%
White and Black African	1	0	1	0.2%	0.0%	0.2%	0	0	0	0.0%	0.0%	0.0%
White and Black Caribbean	14	6	8	2.8%	1.2%	1.6%	4	0	4	3.1%	0.0%	3.1%
White British	383	224	159	77.7%	45.4%	32.3%	103	15	88	79.2%	11.5%	67.7%
White Gypsy/Roma	9	6	3	1.8%	1.2%	0.6%	2	1	1	1.5%	0.8%	0.8%
White Irish	4	3	1	0.8%	0.6%	0.2%	0	0	0	0.0%	0.0%	0.0%
Total	493	281	212	100%	57.0%	43.0%	130	22	108	100.0%	16.9%	83.1%

Total Cohort - 16-18 Derby City

Ethnicity	16-18 Cohort	Male	Female	Total %	Male %	Female %
African	55	34	21	0.6%	0.4%	0.2%
Bangladeshi	27	15	12	0.3%	0.2%	0.1%
Caribbean	94	51	43	1.0%	0.5%	0.4%
Chinese	26	16	10	0.3%	0.2%	0.1%
Indian	366	166	200	3.8%	1.7%	2.1%
No Information	841	457	384	8.7%	4.7%	4.0%
Other	77	42	35	0.8%	0.4%	0.4%
Other Asian Background	77	42	35	0.8%	0.4%	0.4%
Other Black Background	39	19	20	0.4%	0.2%	0.2%
Other Mixed Background	85	44	41	0.9%	0.5%	0.4%
Other White Background	145	80	65	1.5%	0.8%	0.7%
Pakistan	512	265	247	5.3%	2.7%	2.6%
Refused	71	35	36	0.7%	0.4%	0.4%
White and Asian	85	37	48	0.9%	0.4%	0.5%
White and Black African	17	9	8	0.2%	0.1%	0.1%
White and Black Caribbean	222	111	111	2.3%	1.1%	1.1%
White British	6827	3493	3334	70.7%	36.2%	34.5%
White Gypsy/Roma	40	17	23	0.4%	0.2%	0.2%
White Irish	55	31	24	0.6%	0.3%	0.2%
Total	9661	4964	4697	100.0%	51.4%	48.6%

Individual Circumstances NEET Group (16-18) Available and Not Available - Derby City

City NEET Available Total: 493							City NEET Not Available Total: 130						
NEET Aged 16-18 by Individual Circumstance	NEET Available Total	Male	Female	Total %	Male %	Female %		NEET Not Available Total	Male	Female	Total %	NEET Not Available Total	Male
Care leaver	5	3	2	1.0%	0.6%	0.4%		0	0	0	0.0%	0	0
English as additional language	6	5	1	1.2%	1.0%	0.2%		3	1	2	2.3%	3	1
Homeless	10	3	7	2.0%	0.6%	1.4%		1	1	0	0.8%	1	1
Children in Care	14	7	7	2.8%	1.4%	1.4%		4	0	4	3.1%	4	0
Pregnant	12	0	12	2.4%	0.0%	2.4%		15	0	15	11.5%	15	0
Refugee / asylum seeker	0	0	0	0.0%	0.0%	0.0%		0	0	0	0.0%	0	0
Substance misuse	7	5	2	1.4%	1.0%	0.4%		0	0	0	0.0%	0	0
Supervised by YOS	44	29	15	8.9%	5.9%	3.0%		1	1	0	0.8%	1	1
Teenage parent	11	1	10	2.2%	0.2%	2.0%		75	0	75	57.7%	75	0
Traveller	9	6	3	1.8%	1.2%	0.6%		2	1	1	1.5%	2	1
Young Carer	2	1	1	0.4%	0.2%	0.2%		3	1	2	2.3%	3	1
Total with Disability (LDD)	42	30	12	8.5%	6.1%	2.4%		15	9	6	11.5%	15	9

NEET 16-18 Ethnicity Breakdown (Available and Not Available) – Derbyshire

Ethnicity	NEET Available Total	Male	Female	Total %	Male %	Female %		NEET Not Available Total	Male	Female	Total %	Male %	Female %
African	2	1	1	0.2%	0.1%	0.1%		1	0	1	0.3%	0.0%	0.3%
Bangladeshi	0	0	0	0.0%	0.0%	0.0%		0	0	0	0.0%	0.0%	0.0%
Caribbean	1	1	0	0.1%	0.1%	0.0%		0	0	0	0.0%	0.0%	0.0%
Chinese	0	0	0	0.0%	0.0%	0.0%		0	0	0	0.0%	0.0%	0.0%
Indian	3	3	0	0.3%	0.3%	0.0%		0	0	0	0.0%	0.0%	0.0%
No Information	70	49	21	5.9%	4.1%	1.8%		37	9	28	12.5%	3.1%	9.5%
Other	1	0	1	0.1%	0.0%	0.1%		0	0	0	0.0%	0.0%	0.0%
Other Asian Background	1	1	0	0.1%	0.1%	0.0%		0	0	0	0.0%	0.0%	0.0%
Other Black Background	5	5	0	0.4%	0.4%	0.0%		0	0	0	0.0%	0.0%	0.0%
Other Mixed Background	6	4	2	0.5%	0.3%	0.2%		1	0	1	0.3%	0.0%	0.3%
Other White Background	3	0	3	0.3%	0.0%	0.3%		0	0	0	0.0%	0.0%	0.0%
Pakistani	1	0	1	0.1%	0.0%	0.1%		0	0	0	0.0%	0.0%	0.0%
Refused	7	5	2	0.6%	0.4%	0.2%		0	0	0	0.0%	0.0%	0.0%
White & Asian	0	0	0	0.0%	0.0%	0.0%		1	0	1	0.3%	0.0%	0.3%
White & Black African	1	1	0	0.1%	0.1%	0.0%		0	0	0	0.0%	0.0%	0.0%
White & Black Caribbean	3	1	2	0.3%	0.1%	0.2%		1	0	1	0.3%	0.0%	0.3%
White British	1083	655	428	90.6%	54.8%	35.8%		254	45	209	86.1%	15.3%	70.8%
White Gypsy/Roma	3	3	0	0.3%	0.3%	0.0%		0	0	0	0.0%	0.0%	0.0%
White Irish	5	4	1	0.4%	0.3%	0.1%		0	0	0	0.0%	0.0%	0.0%
Total	1195	733	462	100.0%	61.3%	38.7%		295	54	241	100.0%	18.3%	81.7%

Total Cohort - 16-18 Derbyshire

Ethnicity	16-18 Cohort	Male	Female	Total %	Male %	Female %
African	25	15	10	0.1%	0.1%	0.0%
Bangladeshi	4	2	2	0.0%	0.0%	0.0%
Caribbean	9	3	6	0.0%	0.0%	0.0%
Chinese	36	21	15	0.2%	0.1%	0.1%
Indian	69	44	25	0.3%	0.2%	0.1%
No Information	1762	945	817	8.1%	4.3%	3.7%
Other	40	22	18	0.2%	0.1%	0.1%
Other Asian Background	23	16	7	0.1%	0.1%	0.0%
Other Black Background	6	4	2	0.0%	0.0%	0.0%
Other Mixed Background	63	34	29	0.3%	0.2%	0.1%
Other White Background	112	65	47	0.5%	0.3%	0.2%
Pakistani	21	13	8	0.1%	0.1%	0.0%
Refused	132	85	47	0.6%	0.4%	0.2%
White & Asian	59	24	35	0.3%	0.1%	0.2%
White & Black African	32	15	17	0.1%	0.1%	0.1%
White & Black Caribbean	100	51	49	0.5%	0.2%	0.2%
White British	19308	10092	9216	88.4%	46.2%	42.2%
White Gypsy/Roma	8	7	1	0.0%	0.0%	0.0%
White Irish	41	24	17	0.2%	0.1%	0.1%
Total	21850	11482	10368	100.0%	52.5%	47.5%

Individual Circumstances NEET Group (16-18) Available – Derbyshire

Derbyshire NEET Available Total: 1195							295						
NEET Aged 16-18 by Individual Circumstance	NEET Available Total	Male	Female	Total %	Male %	Female %		NEET Not Available Total	Male	Female	Total %	Male %	Female %
Care leaver	6	3	3	0.5%	0.3%	0.3%		4	0	4	1.4%	0.0%	1.4%
English as additional language	0	0	0	0.0%	0.0%	0.0%		0	0	0	0.0%	0.0%	0.0%
Homeless	57	26	31	4.8%	2.2%	2.6%		8	1	7	2.7%	0.3%	2.4%
Children in Care	25	14	11	2.1%	1.2%	0.9%		8	0	8	2.7%	0.0%	2.7%
Pregnant	38	0	38	3.2%	0.0%	3.2%		49	0	49	16.6%	0.0%	16.6%
Refugee / asylum seeker	0	0	0	0.0%	0.0%	0.0%		0	0	0	0.0%	0.0%	0.0%
Substance misuse	14	9	5	1.2%	0.8%	0.4%		4	1	3	1.4%	0.3%	1.0%
Supervised by YOS	94	79	15	7.9%	6.6%	1.3%		17	5	12	5.8%	1.7%	4.1%
Teenage parent	16	3	13	1.3%	0.3%	1.1%		168	2	166	56.9%	0.7%	56.3%
Traveller	5	3	2	0.4%	0.3%	0.2%		0	0	0	0.0%	0.0%	0.0%
Young Carer	3	2	1	0.3%	0.2%	0.1%		10	1	9	3.4%	0.3%	3.1%
*Total with Disability (LDD)	150	114	36	12.6%	9.5%	3.0%		43	23	20	14.6%	7.8%	6.8%

Appendix 4 Flows from EET TO NEET and NEET to EET - Buxton

Buxton EET were NEET

Person_ref	Current Destination	Gender	Age	Start_date	End_date	NEET Destination
277606	Employment with locally recognised training	F	18	30-Mar-10	29-Mar-10	NEET - Awaiting level 2 training
277706	Employment with locally recognised training	M	18	29-Mar-10	28-Mar-10	NEET - Awaiting level 2 training
277806	Employment with training to NVQ 2 or above	M	18	30-Mar-10	29-Mar-10	NEET - Awaiting level 2 training
287306	Employment with training to NVQ 2 or above	F	18	15-Mar-10	14-Mar-10	Teenage Parent
287706	Employment with training to NVQ 2 or above	M	18	08-Mar-10	07-Mar-10	NEET - Awaiting level 2 training
288706	Employment with training to NVQ 2 or above	M	18	12-Jan-10	11-Jan-10	NEET - Awaiting level 3+ training
297006	Employment without training to NVQ2	M	18	03-Dec-09	02-Dec-09	NEET - Awaiting sub-level 2 training
302806	Employment without training to NVQ2	F	18	04-Mar-10	03-Mar-10	NEET - Awaiting sub-level 2 training
306506	Employment without training to NVQ2	F	18	12-Jan-10	11-Jan-10	NEET - Awaiting E2E place
594506	Employment without training to NVQ2	M	18	15-Nov-09	14-Nov-09	NEET - Awaiting level 2 training
597206	Employment without training to NVQ2	M	18	24-Feb-10	23-Feb-10	NEET - Awaiting level 2 training
597706	Further Education	M	18	15-Jan-10	14-Jan-10	NEET - Awaiting level 2 training
668706	LSC funded E2E training	M	18	22-Jan-10	23-Nov-09	NEET - Awaiting level 2 training
675406	LSC funded E2E training	F	18	15-Oct-09	14-Oct-09	NEET - Awaiting level 2 training
20363500	LSC funded E2E training	F	18	15-Mar-10	14-Mar-10	NEET - Awaiting E2E place
20368700	LSC funded E2E training	F	18	27-Feb-10	26-Feb-10	NEET - Awaiting level 2 training
20376500	LSC funded E2E training	F	18	25-Jan-10	24-Jan-10	NEET - Awaiting level 3+ training
20386800	LSC funded E2E training	F	18	01-Mar-10	28-Feb-10	NEET - Awaiting E2E place
20394500	LSC funded E2E training	M	18	07-Jan-10	06-Jan-10	NEET - Awaiting level 2 training
20881200	Part time Employment	M	18	03-Nov-09	02-Nov-09	NEET - Awaiting E2E place
20946400	Part time Employment	F	18	26-Nov-09	25-Nov-09	NEET - Awaiting level 3+ training
20950700	Part time Employment	F	18	22-Feb-10	21-Feb-10	NEET - Awaiting level 3+ training
23310800	Part time Employment	M	18	20-Nov-09	19-Nov-09	NEET - Awaiting level 2 training
Data extracted from 01/10/09 to 31/03/10						

Buxton NEET were EET

Person_ref	NEET Category	Gender	Age	NEET Start date	End_date	EET Category
182905	Those requiring sub level 2 training provision	F	18	11-Nov-09	10-Nov-09	Advanced Apprenticeship
184305	Those requiring sub level 2 training provision	M	18	23-Nov-09	22-Nov-09	Apprenticeship
190605	Those requiring level 2 training provision	F	18	26-Feb-10	25-Feb-10	Cannot be contacted
272306	Those requiring level 3+ training provision	M	18	30-Nov-09	29-Nov-09	E2E
274906	Those requiring level 2 training provision	M	18	17-Mar-10	16-Mar-10	E2E
281906	Not Available - Teenage Parents	F	18	11-Sep-09	21-Dec-09	E2E
286106	Those requiring sub level 2 training provision	M	18	22-Feb-10	21-Feb-10	Educated at home
291006	Those requiring level 2 training provision	M	18	19-Jan-10	18-Jan-10	Employment
302106	Other PDO's	F	18	23-Nov-09	22-Nov-09	Employment
304406	Those requiring level 2 training provision	F	18	02-Dec-09	01-Dec-09	Employment
306306	Those requiring sub level 2 training provision	F	18	19-Oct-09	18-Oct-09	Employment
333906	Those requiring sub level 2 training provision	M	18	17-Mar-10	16-Mar-10	Employment
525206	Not Available - Teenage Parents	F	18	20-Apr-09	04-Nov-09	Employment
592706	Those requiring level 2 training provision	M	18	12-Feb-10	11-Feb-10	Employment
598406	Those requiring sub level 2 training provision	F	18	08-Jan-10	07-Jan-10	Employment
599806	Seeking employment or training	M	18	17-Mar-10	16-Mar-10	Employment
602406	Those requiring level 2 training provision	M	18	20-Oct-09	19-Oct-09	Employment
673606	Those requiring level 2 training provision	M	18	10-Oct-09	09-Oct-09	Employment
674806	Seeking employment or training	M	18	14-Jan-10	13-Jan-10	Employment
20363900	Those requiring level 3+ training provision	M	18	29-Mar-10	28-Mar-10	Employment
20364600	Those awaiting an E2E place	F	18	26-Nov-08	19-Nov-09	Employment
20366500	Not Available - Illness	M	18	09-Mar-10	08-Mar-10	Further Education
20370600	Those requiring sub level 2 training provision	M	18	31-Oct-09	30-Oct-09	Further Education

20371600	Seeking employment or training	F	18	31-Mar-10	30-Mar-10	Further Education
20372500	Other PDO's	M	18	03-Jul-09	25-Feb-10	Further Education
20373700	Those requiring level 2 training provision	M	18	13-Nov-09	12-Nov-09	Further Education
20377900	Those requiring level 2 training provision	M	18	11-Jan-10	10-Jan-10	Further Education
20389000	Not Available - Teenage Parents	F	18	23-Feb-10	22-Feb-10	Higher Education
20395100	Not Available - Teenage Parents	F	18	12-Oct-09	11-Oct-09	Illness
20396300	Those requiring level 3+ training provision	M	18	23-Nov-09	22-Nov-09	Maint. school
20773500	Those requiring level 3+ training provision	M	18	08-Mar-10	07-Mar-10	*NEET - Awaiting level 2 training
20945400	Those requiring level 2 training provision	M	18	12-Oct-09	11-Oct-09	*NEET - Awaiting level 2 training
20946700	Seeking employment or training	M	18	28-Jan-10	27-Jan-10	*NEET - Awaiting level 2 training
20959500	Those requiring level 2 training provision	F	18	17-Nov-09	16-Nov-09	Pregnancy
21159800	Not Available - Teenage Parents	F	18	24-Aug-09	23-Nov-09	Pregnancy
21167500	Seeking employment or training	M	18	03-Feb-10	02-Feb-10	Pregnancy
21172500	Those requiring level 2 training provision	F	18	14-Apr-09	04-May-10	Pregnancy
21174500	Other PDO's	M	18	11-Jan-10	10-Jan-10	Pregnancy
21174900	Not Available - Teenage Parents	F	18	28-May-09	14-Oct-09	Sixth form college
21929900	Those requiring level 2 training provision	F	18	04-Nov-09	03-Nov-09	Unknown
23460080	Those requiring level 2 training provision	M	18	08-Jan-10	07-Jan-10	Unknown
23598630	Not Available - Teenage Parents	F	18	15-Jan-09	01-Dec-09	Unknown
23632790	Those requiring level 2 training provision	F	18	20-Jan-10	18-Apr-10	Unknown
Data extracted from 01/10/09 to 31/03/10						
The NEET categories appearing in EET indicate a prior EET Destination during the period but the last destination was NEET.						

Appendix 5 Flows from EET TO NEET and NEET to EET - Glossop

Glossop EET were NEET

Person_ref	Current Destination	Gender	Age	Current Dest Start	NEET End date
339306	Employment funded through GST	F	18	15-Dec-09	09-Nov-09
346406	Employment with locally recognised training	M	18	09-Mar-10	08-Mar-10
349206	Employment with locally recognised training	F	18	09-Nov-09	08-Nov-09
20511600	Employment without training to NVQ2	F	18	08-Oct-09	07-Oct-09
20525300	Employment without training to NVQ2	M	18	01-Mar-10	28-Feb-10
20534500	Further Education	M	18	22-Jan-10	21-Jan-10
20540300	Further Education	F	18	18-Feb-10	22-Dec-09
21160600	Further Education	F	18	13-Feb-10	11-Feb-10
21162000	LSC funded E2E training	M	18	30-Nov-09	29-Nov-09
21166200	LSC funded E2E training	F	18	09-Nov-09	08-Nov-09
22139600	LSC funded E2E training	M	18	02-Nov-09	01-Nov-09
23172400	Other LSC funded training	M	18	11-Feb-10	10-Feb-10
23318100	Other LSC funded training	M	18	09-Nov-09	08-Nov-09
23331680	Part time Education	M	18	12-Oct-09	11-Oct-09
23621820	Part time Employment	M	18	05-Mar-10	30-Nov-09
23629640	Part time Employment	M	18	07-Dec-09	06-Dec-09
Data extracted from 01/10/09 to 31/03/10					

Glossop NEET were EET

Person_ref	Current Destination	Gender	Age	NEET Start date	Prev Destination
334506	Those requiring level 2 training provision	F	18	26-Mar-10	Apprenticeship
336606	Not Available - Teenage Parents	F	18	26-Oct-09	Apprenticeship
336906	Those requiring level 2 training provision	M	18	18-Sep-08	Apprenticeship
340906	Seeking employment or training	M	18	01-Dec-09	Apprenticeship
344406	Those requiring level 3+ training provision	F	18	30-Mar-10	Apprenticeship
344706	Not Available - Teenage Parents	F	18	20-Apr-09	E2E
345206	Those requiring level 2 training provision	M	18	12-Jan-10	E2E
346006	Those requiring level 3+ training provision	F	18	13-Nov-09	E2E
348106	Those requiring level 3+ training provision	F	18	10-Feb-10	E2E
355906	Those requiring level 3+ training provision	M	18	12-Oct-09	E2E
358206	Those requiring level 2 training provision	M	18	30-Nov-09	E2E
358306	Those requiring sub level 2 training provision	F	18	09-Mar-10	E2E
432606	Those requiring sub level 2 training provision	F	18	07-Apr-09	E2E
677906	Those requiring level 2 training provision	F	18	16-Nov-09	E2E
683306	Not Available - Teenage Parents	F	18	12-Sep-08	E2E
20513300	Those requiring level 3+ training provision	M	18	14-Dec-09	E2E
20514100	Other PDO's	F	18	01-Feb-10	E2E
20515200	Those requiring level 2 training provision	M	18	13-Oct-09	E2E
20515900	Those requiring sub level 2 training provision	F	18	20-Oct-09	Employment
20518100	Those requiring level 2 training provision	M	18	13-Nov-09	Employment
20518200	Those requiring sub level 2 training provision	M	18	02-Mar-09	Employment
20518400	Those requiring level 3+ training provision	M	18	03-Sep-09	Employment
20519800	Other PDO's	M	18	03-Aug-09	Employment
20523700	Those requiring level 2 training provision	F	18	21-Oct-09	Employment

20525100	Those requiring level 3+ training provision	F	18	18-Feb-10	Employment
20528700	Those requiring level 2 training provision	F	18	04-Jan-10	Employment
20529200	Those requiring sub level 2 training provision	M	18	19-Feb-09	Employment
20530000	Those requiring level 2 training provision	F	18	24-Sep-09	Further Education
20532200	Those requiring sub level 2 training provision	F	18	11-Jan-10	Further Education
20535400	Not Available - Teenage Parents	F	18	10-Sep-07	Further Education
20537400	Not Available - Illness	F	18	23-Oct-08	Further Education
20537600	Those requiring level 2 training provision	M	18	26-Feb-10	Further Education
20539400	Those requiring level 2 training provision	F	18	16-Mar-10	Maint. school
20961000	Other PDO's	F	18	22-Sep-08	Maint. school
21158800	Not Available - Teenage Parents	F	18	10-Nov-09	Other Govt Supported
21161200	Those requiring level 2 training provision	M	18	24-Nov-09	Pre E2E
21164100	Not Available - Illness	F	18	26-Aug-09	Pre E2E
21166500	Those requiring level 2 training provision	M	18	23-Jun-09	Unknown
21166600	Those requiring level 2 training provision	F	18	22-Jan-09	Unknown
21739000	Those requiring level 2 training provision	M	18	06-May-09	Unknown
21896800	Not Available - Other reason	M	18	16-Feb-10	Unknown
21946800	Not Available - Illness	F	18	04-Dec-09	Unknown
22139200	Those requiring level 2 training provision	M	18	13-Oct-09	Unknown
22140200	Those awaiting an E2E place	F	18	23-Jan-09	Unknown
23267900	Not Available - Teenage Parents	F	18	03-Jul-09	Unknown
23317700	Those requiring level 3+ training provision	F	18	25-Mar-10	Unknown
23318800	Those requiring sub level 2 training provision	M	18	26-Aug-09	Unknown
23457760	Not Available - Illness	M	18	24-Mar-10	Unknown - left area
Data extracted from 01/10/09 to 31/03/10					

Appendix 6 Flows from EET TO NEET and NEET to EET - Erewash

Erewash EET were NEET

Person_ref	Current Destination	Responsible_centre	Gender	Age	NEET Start date	End_date
258406	Employment funded through GST	Ilkeston	M	18	18-Nov-09	17-Nov-09
261506	Employment funded through GST	Ilkeston	M	18	17-Mar-10	16-Mar-10
261706	Employment funded through GST	Ilkeston	F	18	25-Jan-10	24-Jan-10
264006	Employment funded through GST	Ilkeston	M	18	01-Jan-10	31-Dec-09
264106	Employment funded through GST	Ilkeston	F	18	25-Jan-10	24-Jan-10
322206	Employment funded through GST	Ilkeston	M	18	08-Feb-10	07-Feb-10
439006	Employment funded through GST	Ilkeston	M	18	17-Mar-10	16-Mar-10
444506	Employment funded through GST	Ilkeston	F	18	21-Dec-09	20-Dec-09
445206	Employment funded through GST	Ilkeston	M	18	03-Dec-09	02-Dec-09
447906	Employment with locally recognised training	Ilkeston	M	18	11-Jan-10	10-Jan-10
456506	Employment with locally recognised training	Ilkeston	M	18	08-Feb-10	07-Feb-10
495906	Employment with training to NVQ 2 or above	Ilkeston	F	18	11-Feb-10	10-Feb-10
498906	Employment with training to NVQ 2 or above	Ilkeston	M	18	26-Nov-09	25-Nov-09
499806	Employment with training to NVQ 2 or above	Ilkeston	F	18	26-Nov-09	25-Nov-09
504406	Employment with training to NVQ 2 or above	Ilkeston	M	18	13-Jan-10	12-Jan-10
511406	Employment with training to NVQ 2 or above	Ilkeston	M	18	02-Feb-10	01-Feb-10
514806	Employment with training to NVQ 2 or above	Ilkeston	M	18	26-Jan-10	25-Jan-10
1360206	Employment with training to NVQ 2 or above	Ilkeston	F	18	01-Jan-10	31-Dec-09
20329600	Employment without training to NVQ2	Ilkeston	M	18	11-Jan-10	10-Jan-10
20330800	Employment without training to NVQ2	Ilkeston	F	18	05-Oct-09	04-Oct-09
20660700	Employment without training to NVQ2	Ilkeston	M	18	23-Nov-09	22-Nov-09
20672300	Employment without training to NVQ2	Ilkeston	M	18	10-Nov-09	09-Nov-09
20679100	Employment without training to NVQ2	Ilkeston	M	18	04-Jan-10	03-Jan-10
20679500	Employment without training to NVQ2	Ilkeston	M	18	13-Nov-09	12-Nov-09
20681000	Employment without training to NVQ2	Ilkeston	F	18	29-Mar-10	28-Mar-10

20681800	Employment without training to NVQ2	Ilkeston	M	18	17-Mar-10	16-Mar-10
20735200	Employment without training to NVQ2	Ilkeston	F	18	11-Jan-10	10-Jan-10
20736000	Employment without training to NVQ2	Ilkeston	M	18	13-Nov-09	12-Nov-09
20739500	Employment without training to NVQ2	Ilkeston	M	18	15-Mar-10	14-Mar-10
20743300	Employment without training to NVQ2	Ilkeston	F	18	18-Nov-09	17-Nov-09
20745500	Employment without training to NVQ2	Ilkeston	M	18	23-Nov-09	22-Nov-09
20748100	Employment without training to NVQ2	Ilkeston	M	18	16-Nov-09	15-Nov-09
21484700	Employment without training to NVQ2	Ilkeston	M	18	01-Feb-10	31-Jan-10
21792900	Further Education	Ilkeston	M	18	02-Mar-10	01-Mar-10
21915500	Further Education	Ilkeston	M	18	08-Mar-10	07-Mar-10
21987700	Further Education	Ilkeston	F	18	23-Nov-09	22-Nov-09
22812300	Further Education	Ilkeston	F	18	02-Nov-09	01-Nov-09
23629500	Further Education	Ilkeston	M	18	14-Dec-09	13-Dec-09
289706	Further Education	Long Eaton	M	18	25-Nov-09	24-Nov-09
315006	Higher Education	Long Eaton	M	18	01-Feb-10	11-Oct-09
316106	LSC funded E2E training	Long Eaton	M	18	02-Dec-09	01-Dec-09
320506	LSC funded E2E training	Long Eaton	M	18	22-Feb-10	21-Feb-10
321206	LSC funded E2E training	Long Eaton	M	18	28-Jan-10	27-Jan-10
322006	LSC funded E2E training	Long Eaton	M	18	22-Feb-10	21-Feb-10
327606	LSC funded E2E training	Long Eaton	M	18	31-Mar-10	30-Mar-10
538906	LSC funded E2E training	Long Eaton	M	18	01-Mar-10	28-Feb-10
539106	LSC funded E2E training	Long Eaton	M	18	12-Oct-09	11-Oct-09
541506	LSC funded E2E training	Long Eaton	M	18	15-Feb-10	14-Feb-10
542106	LSC funded E2E training	Long Eaton	M	18	15-Feb-10	14-Feb-10
545806	LSC funded E2E training	Long Eaton	F	18	23-Nov-09	22-Nov-09
551006	LSC funded E2E training	Long Eaton	M	18	31-Mar-10	30-Mar-10
552106	LSC funded E2E training	Long Eaton	F	18	11-Oct-09	10-Oct-09
656506	LSC funded E2E training	Long Eaton	M	18	22-Feb-10	21-Feb-10
727006	Other LSC funded training	Long Eaton	F	18	30-Nov-09	29-Nov-09
727106	Other LSC funded training	Long Eaton	F	18	23-Nov-09	22-Nov-09
732506	Other LSC funded training	Long Eaton	F	18	23-Nov-09	22-Nov-09
732706	Other LSC funded training	Long Eaton	M	18	07-Jan-10	06-Jan-10
733806	Other LSC funded training	Long Eaton	M	18	08-Feb-10	07-Feb-10
739006	Other LSC funded training	Long Eaton	F	18	16-Nov-09	15-Nov-09

741306	Other LSC funded training	Long Eaton	F	18	09-Mar-10	08-Mar-10
1354606	Other LSC funded training	Long Eaton	M	18	07-Dec-09	06-Dec-09
1360806	Other LSC funded training	Long Eaton	M	18	11-Feb-10	10-Feb-10
20489300	Other LSC funded training	Long Eaton	F	18	18-Jan-10	17-Jan-10
20492800	Other LSC funded training	Long Eaton	F	18	27-Nov-09	26-Nov-09
20493700	Other LSC funded training	Long Eaton	M	18	22-Feb-10	21-Feb-10
20495800	Other LSC funded training	Long Eaton	F	18	05-Jan-10	04-Jan-10
20496400	Other LSC funded training	Long Eaton	F	18	07-Dec-09	06-Dec-09
20497000	Other LSC funded training	Long Eaton	F	18	16-Mar-10	15-Mar-10
20507500	Other LSC funded training	Long Eaton	F	18	20-Jan-10	19-Jan-10
20509600	Other LSC funded training	Long Eaton	F	18	01-Feb-10	18-Jan-10
20510300	Other LSC funded training	Long Eaton	M	18	01-Dec-09	30-Nov-09
21257900	Part time Education	Long Eaton	M	18	15-Mar-10	14-Mar-10
21264100	Part time Education	Long Eaton	M	18	09-Nov-09	08-Nov-09
21271400	Part time Education	Long Eaton	M	18	17-Nov-09	16-Nov-09
21356300	Part time Employment	Long Eaton	M	18	23-Nov-09	22-Nov-09
21372300	Part time Employment	Long Eaton	F	18	04-Jan-10	03-Jan-10
21390800	Part time Employment	Long Eaton	M	18	28-Jan-10	25-Nov-09
21395000	Part time Employment	Long Eaton	M	18	21-Dec-09	20-Dec-09
21401000	Part time Employment	Long Eaton	F	18	04-Mar-10	03-Mar-10
22036000	Part time Employment	Long Eaton	M	18	05-Nov-09	04-Nov-09
22213600	Part time Employment	Long Eaton	F	18	10-Jan-10	09-Jan-10
22808300	Part time Employment	Long Eaton	M	18	26-Nov-09	25-Nov-09
23610170	Part time Employment	Long Eaton	M	18	13-Jan-10	12-Jan-10
23618490	Part time Employment	Long Eaton	M	18	01-Mar-10	28-Feb-10
23619350	Part time Employment	Long Eaton	F	18	08-Mar-10	07-Mar-10
23626700	Temporary employment	Long Eaton	M	18	11-Feb-10	10-Feb-10
23632470	Temporary employment	Long Eaton	F	18	03-Mar-10	02-Mar-10
	Data extracted from 01/10/09 to 31/03/10					
	GST = Government Supported Training					

Erewash NEET were EET

Person_ref	Current Destination	Area	Gender	Age	NEET Start date	Prev Destination
1304506	Those awaiting an E2E place	I	F	18	11-Mar-10	Apprenticeship
20661300	Those requiring level 3+ training provision	I	F	18	17-Mar-10	Apprenticeship
20662000	Those requiring level 2 training provision	I	M	18	15-Jun-09	Apprenticeship
20682900	Those requiring level 2 training provision	I	M	18	31-Mar-10	Apprenticeship
23152700	Those requiring level 2 training provision	I	M	18	06-Jan-10	Apprenticeship
325106	Seeking employment or training	L	F	18	27-Feb-10	Apprenticeship
661706	Those requiring sub level 2 training provision	L	M	18	27-Jan-10	Apprenticeship
21386400	Seeking employment or training	L	M	18	30-Jan-10	Apprenticeship
21388100	Those requiring level 2 training provision	L	F	18	08-Mar-10	Apprenticeship
21396200	Those requiring sub level 2 training provision	L	M	18	16-Mar-10	Cannot be contacted
257406	Those requiring sub level 2 training provision	I	M	18	14-Oct-09	E2E
455406	Seeking employment or training	I	F	18	17-Mar-10	E2E
495106	Those requiring sub level 2 training provision	I	F	18	13-Jul-09	E2E
500306	Seeking employment or training	I	F	18	13-Feb-10	E2E
661606	Those requiring level 2 training provision	I	M	18	23-Mar-10	E2E
20326400	Seeking employment or training	I	M	18	04-Mar-10	E2E
20663000	Those requiring level 2 training provision	I	M	18	04-Jun-09	E2E
20742400	Not Available - Teenage Parents	I	F	18	16-Sep-09	E2E
20889500	Seeking employment only	I	M	18	29-Aug-07	E2E
23160100	Those not ready for work or learning	I	M	18	10-Dec-09	E2E
508406	Those not ready for work or learning	L	M	18	23-Mar-10	E2E
728006	Not Available - Pregnancy	L	F	18	01-Jul-09	E2E
21276100	Those requiring level 2 training provision	L	M	18	15-Jan-10	E2E
23469900	Those requiring sub level 2 training provision	L	F	18	07-Jul-09	E2E
263106	Those awaiting an E2E place	I	M	18	12-Oct-09	Employment
448006	Those requiring level 2 training provision	I	M	18	08-Feb-10	Employment
514106	Those awaiting an E2E place	I	M	18	18-Mar-09	Employment
20327200	Not Available - Teenage Parents	I	F	18	22-Jun-09	Employment

20661600	Those requiring level 3+ training provision	I	M	18	04-Mar-10	Employment
20683600	Not Available - Teenage Parents	I	F	18	07-Apr-09	Employment
20812600	Not Available - Other reason	I	M	18	17-Mar-10	Employment
21006500	Those requiring level 2 training provision	I	F	18	26-May-09	Employment
21132000	Not Available - Illness	I	M	18	17-Jan-08	Employment
23456210	Not Available - Teenage Parents	I	F	18	04-Dec-09	Employment
324606	Not Available - Young Carers	L	F	18	01-Feb-10	Employment
326006	Those requiring level 3+ training provision	L	M	18	26-Nov-09	Employment
441806	Not Available - Teenage Parents	L	F	18	20-May-09	Employment
536906	Seeking employment or training	L	M	18	10-Feb-10	Employment
553006	Those awaiting an E2E place	L	M	18	04-Jan-10	Employment
736706	Not Available - Illness	L	F	18	14-Oct-09	Employment
736806	Those requiring sub level 2 training provision	L	M	18	24-Feb-09	Employment
738006	Seeking employment or training	L	M	18	04-Mar-10	Employment
743506	Seeking employment or training	L	M	18	27-Mar-10	Employment
20330900	Not Available - Teenage Parents	L	F	18	01-Oct-08	Employment
21129800	Seeking employment or training	L	M	18	22-Feb-10	Employment
21267400	Seeking employment or training	L	M	18	10-Mar-10	Employment
21400000	Those not ready for work or learning	L	F	18	10-Nov-09	Employment
21932100	Those not ready for work or learning	L	M	18	07-Oct-09	Employment
21940300	Those requiring level 2 training provision	L	M	18	05-Feb-10	Employment
22087200	Those requiring level 3+ training provision	L	F	18	11-Mar-10	Employment
22817800	Not Available - Young Carers	L	F	18	01-Jan-10	Employment
257006	Those requiring level 2 training provision	I	F	18	21-Aug-09	Further Education
263006	Those requiring sub level 2 training provision	I	F	18	07-Sep-09	Further Education
496106	Those requiring sub level 2 training provision	I	M	18	09-Mar-09	Further Education
558406	Those requiring sub level 2 training provision	I	F	18	31-Mar-09	Further Education
563206	Those awaiting an E2E place	I	F	18	18-Dec-08	Further Education
1018506	Those requiring level 3+ training provision	I	F	18	04-Feb-10	Further Education
20329100	Not Available - Teenage Parents	I	F	18	05-Sep-08	Further Education
20330700	Not Available - Teenage Parents	I	F	18	13-Aug-09	Further Education

20604000	Not Available - Teenage Parents	I	F	18	11-Mar-09	Further Education
20672100	Those requiring level 3+ training provision	I	F	18	22-Sep-09	Further Education
20749800	Not Available - Teenage Parents	I	F	18	11-Jul-08	Further Education
22225700	Those requiring level 2 training provision	I	M	18	16-Nov-09	Further Education
23303000	Those awaiting an E2E place	I	M	18	29-Sep-09	Further Education
435006	Seeking employment or training	L	M	18	17-Mar-10	Further Education
439106	Those awaiting an E2E place	L	M	18	07-Jan-10	Further Education
542906	Those requiring level 2 training provision	L	F	18	04-Jan-10	Further Education
551106	Not Available - Teenage Parents	L	F	18	24-Aug-09	Further Education
735906	Those requiring level 2 training provision	L	F	18	13-Aug-09	Further Education
1340106	Those requiring level 2 training provision	L	M	18	10-Nov-09	Further Education
1352306	Those requiring level 3+ training provision	L	F	18	14-Sep-09	Further Education
21386800	Those requiring level 2 training provision	L	M	18	01-Sep-09	Further Education
21391500	Those requiring level 2 training provision	L	F	18	17-Feb-09	Further Education
21392700	Those requiring level 2 training provision	L	F	18	18-Jan-10	Further Education
21400700	Those requiring level 2 training provision	L	M	18	12-Aug-09	Further Education
21400800	Not Available - Teenage Parents	L	F	18	22-May-08	Further Education
23276100	Those requiring level 3+ training provision	I	F	18	07-Dec-09	Higher Education
289606	Not Available - Illness	I	M	18	12-Aug-08	Maint. school
383706	Not Available - Teenage Parents	I	F	18	12-Nov-09	Maint. school
435606	Those requiring level 2 training provision	I	F	18	03-Mar-10	Maint. school
442506	Those awaiting an E2E place	I	F	18	29-Jul-08	Maint. school
448406	Those requiring level 2 training provision	I	F	18	22-Sep-08	Maint. school
450806	Those requiring level 3+ training provision	I	F	18	11-Nov-09	Maint. school
1712606	Those requiring level 3+ training provision	I	M	18	23-Sep-09	Maint. school
20745700	Not Available - Illness	I	F	18	10-Sep-07	Maint. school
21469800	Those requiring level 2 training provision	I	M	18	23-Aug-07	Maint. school
259006	Not Available - Teenage Parents	L	F	18	10-Sep-08	Maint. school
542506	Not Available - Illness	L	M	18	22-Sep-08	Maint. school
734906	Those requiring level 2 training provision	L	M	18	09-Sep-08	Maint. school
743306	Those requiring level 3+ training provision	L	M	18	22-May-09	Maint. school

1367106	Not Available - Teenage Parents	L	F	18	01-Jul-08	Maint. school
20506800	Those requiring level 3+ training provision	L	F	18	01-Jun-08	Maint. school
21271500	Those requiring level 2 training provision	L	M	18	29-Sep-09	Maint. school
21400100	Those awaiting an E2E place	L	M	18	03-Jul-07	Maint. school
23295700	Those awaiting an E2E place	L	F	18	01-Jul-08	Maint. school
21400900	Those not ready for work or learning	I	F	18	02-Jul-07	Not registered in education
1244206	Those requiring sub level 2 training provision	L	M	18	18-Mar-10	Other Govt Supported
368006	Those requiring level 2 training provision	I	F	18	02-Dec-09	Pre E2E
436806	Those awaiting an E2E place	I	M	18	15-Jul-09	Pre E2E
737806	Those not ready for work or learning	I	F	18	20-Dec-08	Pre E2E
1720406	Those requiring level 2 training provision	I	M	18	10-Mar-10	Pre E2E
20491500	Those requiring level 2 training provision	I	M	18	11-Nov-09	Pre E2E
256706	Those awaiting an E2E place	I	F	18	24-Nov-09	Unknown
257606	Those requiring sub level 2 training provision	I	M	18	19-Nov-09	Unknown
496406	Those requiring sub level 2 training provision	I	M	18	20-Oct-09	Unknown
505606	Seeking employment or training	I	M	18	26-Jan-10	Unknown
511906	Those not ready for work or learning	I	M	18	11-Nov-09	Unknown
514906	Those awaiting an E2E place	I	M	18	11-Sep-09	Unknown
652906	Those requiring level 2 training provision	I	M	18	27-Nov-09	Unknown
20327100	Those not ready for work or learning	I	F	18	18-Nov-09	Unknown
20329000	Those requiring level 2 training provision	I	M	18	23-Nov-09	Unknown
20332000	Those not ready for work or learning	I	M	18	02-Oct-07	Unknown
20664100	Not Available - Illness	I	M	18	10-Nov-09	Unknown
20669400	Those requiring level 3+ training provision	I	M	18	15-Sep-09	Unknown
20676800	Seeking employment or training	I	F	18	22-Feb-10	Unknown
20679900	Those requiring level 3+ training provision	I	M	18	25-Nov-09	Unknown
20744300	Those requiring level 2 training provision	I	F	18	16-Nov-09	Unknown
20752100	Those requiring level 3+ training provision	I	F	18	23-Nov-09	Unknown
21137400	Those requiring level 2 training provision	I	M	18	27-Oct-09	Unknown
21475900	Not Available - Teenage Parents	I	F	18	25-Nov-09	Unknown
22142200	Not Available - Young Carers	I	M	18	10-Aug-09	Unknown

23201000	Those requiring level 2 training provision	I	F	18	27-Nov-09	Unknown
23455460	Those requiring sub level 2 training provision	I	M	18	27-Nov-09	Unknown
540406	Those requiring sub level 2 training provision	L	F	18	23-Nov-09	Unknown
729706	Those requiring sub level 2 training provision	L	F	18	17-Aug-09	Unknown
20992300	Those awaiting an E2E place	L	F	18	31-Jul-09	Unknown
21134400	Not Available - Teenage Parents	L	F	18	16-Dec-08	Unknown
21384900	Seeking employment or training	L	M	18	22-Feb-10	Unknown
23313800	Those not ready for work or learning	L	M	18	08-Sep-09	Unknown
442206	Those not ready for work or learning	I	M	18	10-Dec-09	Unknown - left area
20734100	Not Available - Pregnancy	I	F	18	07-Sep-08	Unknown - left area
23456100	Those not ready for work or learning	L	M	18	22-Jun-09	Unknown - left area
	I = Ilkeston; L = Long Eaton					
	Data extracted from 01/10/09 to 31/03/10					
	GST = Government Supported Training					

Appendix 7 Characteristics of NEET cohort 16-18 by District and LA and labour market engagement

Summary table

			NEET Type		Age 16 to 18			Length of time			Vulnerable Groups								Pre16 LDD				
Area	Ward	Total NEET	NEET Available	NEET Not Available	Age 16	Age 17	Age 18	Less than 6 months	6-12 months	12 months +	Teenage Parent	Pregnant	Supervised by YOS	Looked after in care	Care leaver	Young Carer	Substance Misuse	In one or more vulnerable groups	LDD	SA	SA+	Statement	Pre16 LDD Total
Erewash	Ilkeston	144	114	30	24	42	78	113	18	13	18	6	16	4	2	3	5	44	2	7	7	10	26
	Long Eaton	125	106	19	17	47	61	92	18	15	16	1	8	2	0	1	0	24	2	9	11	6	28
High Peak	Buxton	121	95	26	17	32	71	89	19	12	17	5	14	3	3	0	2	35	1	14	16	9	40
	Glossop	79	67	12	6	27	46	58	13	8	9	6	3	2	0	0	1	19	1	17	2	4	24
Derby		626	495	131	89	218	319	414	118	94	87	30	45	19	5	6	7	179	12	54	100	32	198

Area	Ward	Post16 LDD			Male	Female	NEET Type														
		LDD	Statement	Post16 LDD Total			Seeking Employment only	Seeking Employment or Training	Awaiting E2E	Requiring Sub Level 2 Training	Requiring Level 2 Training	Requiring Level 3+ Training	Start Date Agreed	Not Ready for Work or Learning	Other Personal Development Opportunity	Illness	Never economically active	Not available - other	Pregnancy	Teenage parent	Young carer
Erewash	Ilkeston	6	5	11	81	63	1	11	21	22	27	16	5	7	4	9	0	0	1	18	2
	Long Eaton	10	3	13	58	67	0	7	18	21	36	11	1	10	2	3	0	0	1	15	0
High Peak	Buxton	11	4	15	58	62	0	8	3	22	44	13	0	2	3	6	0	0	5	15	0
	Glossop	6	1	7	35	44	1	1	9	14	28	8	0	1	5	3	0	0	2	7	0
Derby		42	14	56	300	322	52	1	55	132	127	57	4	35	32	29	1	4	19	74	4

Appendix 8 Equality characteristics of NEET cohort by ward and engagement

A8a 18yrs – Previous Destination

NEET Age 18 as 30th November 2009 - Previous Destination																			
Area	Higher Education	Further Education	Maintained School 6th Form	Independent School 6th Form	Maintained School - Year11	Independent School - Year11	Education / educated at home - Year11	Advanced Apprenticeship	Apprenticeship	E2E	PreE2E	Other Govt Supported Training	Employment with NVQ Training	Employment with locally recognised training	Employment with No Training	Custodial Sentence	Contact re-established	Moved into area	Total
Alfreton		3	3		5		1		1	5	1	1		3	5		7	1	36
Ripley		11	1		5		1		3	9	2				7		19		58
Ilkeston		16	3		3		1		1	7	3			2	10		30	2	78
Long Eaton		13	6		4				3	3			3	5	9	1	13	1	61
South Derbyshire	1	9	5		2		3		4	6	1		1	3	9		25	8	77
South Dales			2		3										3		3		11
North Dales		6	3						1					3	10		12		35
Buxton		11	3		2				2	5				14	11	2	20	1	71
Glossop		7	1		1				3	13	2				7		10	2	46
Chesterfield		18	1		12				8	26	7	1	1	5	15	3	28	5	130
North East		11	3		9			1	2	9	6		1	2	14		19	3	80
Bolsover		12	1		13				4	8	4	1	2	3	8	1	33	2	92
County Total	1	117	32	0	59	0	6	1	32	91	26	3	8	40	108	7	219	25	775
NEET Age 18 as 30th November 2009 - Previous Destination																			
Derby Area 1		13	3		3				6	14	1	3			11		20	3	77
Derby Area 2		16	2		5	1	1	1	3	20	7			2	13	3	26	1	101
Derby Area 3		11	2		7		1			16				2	9		13	1	62
Derby Area 4		5	3						2	2				1			10	1	24
Derby Area 5		12	1		4					7	1	2			15		10	3	55
City Total	0	57	11	0	19	1	2	1	11	59	9	5	0	5	48	3	79	9	319
All Derbyshire Total	1	174	43	0	78	1	8	2	43	150	35	8	8	45	156	10	298	34	1094
Derby Area 1 = the Wards of Chaddesden, Spondon, Derwent, and Oakwood																			
Derby Area 2 = the Wards of Alvaston, Boulton, Chellaston, and Sinfyn.																			
Derby Area 3 = the Wards of Abbey, Arboretum, and Normanton.																			
Derby Area 4 = the Wards of Blagreaves, Littleover, and Mickleover.																			
Derby Area 5 = the Wards of Allestree, Darley, and Mackworth.																			

A8b Characteristics of age 18 NEETS by length of time NEET

Area	Total NEET Group 16-18	Age 18	% of NEET Group age 18	Length of time NEET by Area - All Ages			Length of time NEET %			Length of time NEET by Area - 18 year olds			Length of time NEET %		
				Less than 6 months	6-12 months	More than 12 months	Less than 6 months	6-12 months	More than 12 months	Less than 6 months	6-12 months	More than 12 months	Less than 6 months	6-12 months	More than 12 months
Alfreton	79	36	45.6	52	11	16	65.8	13.9	20.3	16	8	12	44.4	22.2	33.3
Ripley	130	58	44.6	91	20	19	70.0	15.4	14.6	36	12	10	62.1	20.7	17.2
Ilkeston	144	78	54.2	113	18	13	78.5	12.5	9.0	53	13	12	67.9	16.7	15.4
Long Eaton	125	61	48.8	92	18	15	73.6	14.4	12.0	43	9	9	70.5	14.8	14.8
South Derbyshire	161	77	47.8	119	19	23	73.9	11.8	14.3	54	11	12	70.1	14.3	15.6
South Dales	29	11	37.9	24	0	5	82.8	0.0	17.2	8	0	3	72.7	0.0	27.3
North Dales	65	35	53.8	53	6	6	81.5	9.2	9.2	25	5	5	71.4	14.3	14.3
Buxton	120	71	59.2	88	20	12	73.3	16.7	10.0	48	13	10	67.6	18.3	14.1
Glossop	79	46	58.2	58	13	8	73.4	16.5	10.1	29	11	6	63.0	24.0	13.0
Chesterfield	250	130	52.0	156	42	52	62.4	16.8	20.8	65	28	37	50.0	21.5	28.5
North East	138	80	58.0	87	24	27	63.0	17.4	19.6	41	17	22	51.3	21.3	27.5
Bolsover	166	92	55.4	105	21	40	63.3	12.7	24.1	46	14	32	50.0	15.2	34.8
County Total	1486	775	52.2	1038	212	236	69.9	14.3	15.9	464	141	170	59.9	18.2	21.9
Derby Area 1	145	77	53.1	93	28	24	64.1	19.3	16.6	44	17	16	57.1	22.1	20.8
Derby Area 2	202	101	50.0	130	36	36	64.4	17.8	17.8	50	25	26	49.5	24.8	25.7
Derby Area 3	147	62	42.2	103	29	15	70.1	19.7	10.2	36	16	10	58.1	25.8	16.1
Derby Area 4	47	24	51.1	32	9	6	68.1	19.1	12.8	17	3	4	70.8	12.5	16.7
Derby Area 5	85	55	64.7	56	16	13	65.9	18.8	15.3	32	14	9	58.2	25.5	16.4
City Total	626	319	51.0	414	118	94	66.1	18.8	15.0	179	75	65	56.1	23.5	20.4
All Derbyshire Total	2112	1094	51.8	1452	330	330	68.8	15.6	15.6	643	216	235	58.8	19.7	21.5

A8c Characteristics of age 18 NEETs by gender and availability

Area	Gender - All NEET		Gender %	
	Male	Female	Male	Female
Alfreton	44	35	55.7	44.3
Ripley	67	63	51.5	48.5
Ilkeston	81	63	56.3	43.7
Long Eaton	58	67	46.4	53.6
South Derbyshire	98	63	60.9	39.1
South Dales	18	11	62.1	37.9
North Dales	39	26	60.0	40.0
Buxton	58	62	48.3	51.7
Glossop	35	44	44.3	55.7
Chesterfield	120	130	48.0	52.0
North East	74	64	53.6	46.4
Bolsover	94	72	56.6	43.4
County Total	786	700	52.9	47.1
Derby Area 1	75	70	51.7	48.3
Derby Area 2	94	108	46.5	53.5
Derby Area 3	73	74	49.7	50.3
Derby Area 4	21	26	44.7	55.3
Derby Area 5	40	45	47.1	52.9
City Total	303	323	48.4	51.6
All Derbyshire Total	1089	1023	51.6	48.4

Gender - 18 year olds		Gender %	
Male	Female	Male	Female
18	18	50.0	50.0
26	32	44.8	55.2
38	40	48.7	51.3
28	33	45.9	54.1
49	28	63.6	36.4
7	4	63.6	36.4
23	12	65.7	34.3
37	34	52.1	47.9
22	24	47.8	52.2
59	71	45.4	54.6
34	46	42.5	57.5
54	38	58.7	41.3
395	380	51.0	49.0
44	33	57.1	42.9
51	50	50.5	49.5
36	26	58.1	41.9
12	12	50.0	50.0
25	30	45.5	54.5
168	151	52.7	47.3
563	531	51.5	48.5

NEET Type - All Ages		NEET Type %	
NEET Available	NEET Not Available	NEET Available	NEET Not Available
60	19	75.9	24.1
106	24	81.5	18.5
114	30	79.2	20.8
106	19	84.8	15.2
137	24	85.1	14.9
27	2	93.1	6.9
54	11	83.1	16.9
94	26	78.3	21.7
67	12	84.8	15.2
196	54	78.4	21.6
107	31	77.5	22.5
125	41	75.3	24.7
1193	293	80.3	19.7
123	22	84.8	15.2
154	48	76.2	23.8
117	30	79.6	20.4
38	9	80.9	19.1
63	22	74.1	25.9
495	131	79.1	20.9
1688	424	79.9	20.1

NEET Type - Age 18		NEET Type %	
NEET Available	NEET Not Available	NEET Available	NEET Not Available
26	10	72.2	27.8
44	14	75.9	24.1
57	21	73.1	26.9
52	9	85.2	14.8
68	9	88.3	11.7
9	2	81.8	18.2
26	9	74.3	25.7
57	14	80.3	19.7
39	7	84.8	15.2
93	37	71.5	28.5
57	23	71.3	28.8
65	27	70.7	29.3
593	182	76.5	23.5
67	10	87.0	13.0
74	27	73.3	26.7
50	12	80.6	19.4
22	2	91.7	8.3
42	13	76.4	23.6
255	64	79.9	20.1
848	246	77.5	22.5

A8d Characteristics of all 16-18 NEETs by vulnerability group

Area		Vulnerable Groups in NEET - All Ages								Vulnerable Groups as % of NEET Group							
		Teenage Parent	Pregnant	Supervised by YOS	Looked after in care	Care leaver	Young Carer	Substance Misuse	In one or more vulnerable groups	Teenage Parent	Pregnant	Supervised by YOS	Looked after in care	care leaver	Young Carer	Substance Misuse	% in one or more vulnerable groups
Alfreton		10	6	7	2	0	0	1	24	12.7	7.6	8.9	2.5	0.0	0.0	1.3	30.4
Ripley		13	7	6	2	0	0	2	26	10.0	5.4	4.6	1.5	0.0	0.0	1.5	20.0
Ilkeston		18	6	16	4	2	3	5	44	12.5	4.2	11.1	2.8	1.4	2.1	3.5	30.6
Long Eaton		16	1	8	2	0	1	0	24	12.8	0.8	6.4	1.6	0.0	0.8	0.0	19.2
South Derbyshire		13	9	9	4	1	2	2	34	8.1	5.6	5.6	2.5	0.6	1.2	1.2	21.1
South Dales		1	2	0	0	0	0	0	3	3.4	6.9	0.0	0.0	0.0	0.0	0.0	10.3
North Dales		5	2	4	1	0	0	0	12	7.7	3.1	6.2	1.5	0.0	0.0	0.0	18.5
Buxton		17	5	14	3	3	0	2	34	14.2	4.2	11.7	2.5	2.5	0.0	1.7	28.3
Glossop		9	6	3	2	0	0	1	19	11.4	7.6	3.8	2.5	0.0	0.0	1.3	24.1
Chesterfield		36	18	22	9	3	4	2	80	14.4	7.2	8.8	3.6	1.2	1.6	0.8	32.0
North East		16	16	9	3	1	1	1	43	11.6	11.6	6.5	2.2	0.7	0.7	0.7	31.2
Bolsover		29	6	13	0	0	2	2	48	17.5	3.6	7.8	0.0	0.0	1.2	1.2	28.9
County Total		183	84	111	32	10	13	18	391	12.3	5.7	7.5	2.2	0.7	0.9	1.2	26.3
Derby Area 1		21	1	18	4		2	0	43	14.5	0.7	12.4	2.8	0.0	1.4	0.0	29.7
Derby Area 2		30	15	12	5	1	1	2	59	14.9	7.4	5.9	2.5	0.5	0.5	1.0	29.2
Derby Area 3		18	5	8	7	2	2	3	39	12.2	3.4	5.4	4.8	1.4	1.4	2.0	26.5
Derby Area 4		6	4	2	0	0	0	0	12	12.8	8.5	4.3	0.0	0.0	0.0	0.0	25.5
Derby Area 5		12	5	5	3	2	1	2	27	14.1	5.9	5.9	3.5	2.4	1.2	2.4	31.8
City Total		87	30	45	19	5	6	7	180	13.9	4.8	7.2	3.0	0.8	1.0	1.1	28.8
All Derbyshire Total		270	114	156	51	15	19	25	571	12.8	5.4	7.4	2.4	0.7	0.9	1.2	27.0

A8e Characteristics of all 16-18 NEETs by learning difficulty and disability

Area	LDD in NEET - All Ages								LDD %							
	Pre16					Post16			Pre16					Post16		
	LDD	SA	SA+	Statement	Pre16 LDD Total	LDD	Statement	Post16 LDD Total	LDD	SA	SA+	Statement	Pre16 LDD Total	LDD	Statement	Post16 LDD Total
Alfreton	1	11	15	6	33	9	3	12	1.3	13.9	19.0	7.6	41.8	11.4	3.8	15.2
Ripley	1	10	8	11	30	17	2	19	0.8	7.7	6.2	8.5	23.1	13.1	1.5	14.6
Ilkeston	2	7	7	10	26	6	5	11	1.4	4.9	4.9	6.9	18.1	4.2	3.5	7.6
Long Eaton	2	9	11	6	28	10	3	13	1.6	7.2	8.8	4.8	22.4	8.0	2.4	10.4
South Derbyshire	3	9	9	6	27	17	2	19	1.9	5.6	5.6	3.7	16.8	10.6	1.2	11.8
South Dales	0	4	5	2	11	5	1	6	0.0	13.8	17.2	6.9	37.9	17.2	3.4	20.7
North Dales	1	11	15	5	32	12	1	13	1.5	16.9	23.1	7.7	49.2	18.5	1.5	20.0
Buxton	1	14	17	9	41	14	1	15	0.8	11.7	14.2	7.5	34.2	11.7	0.8	12.5
Glossop	1	17	2	4	24	6	1	7	1.3	21.5	2.5	5.1	30.4	7.6	1.3	8.9
Chesterfield	10	9	35	16	70	27	10	37	4.0	3.6	14.0	6.4	28.0	10.8	4.0	14.8
North East	5	12	19	8	44	18	3	21	3.6	8.7	13.8	5.8	31.9	13.0	2.2	15.2
Bolsover	5	5	22	7	39	15	4	19	3.0	3.0	13.3	4.2	23.5	9.0	2.4	11.4
County Total	32	118	165	90	405	156	36	192	2.2	7.9	11.1	6.1	27.3	10.5	2.4	12.9
Derby Area 1	3	7	24	5	39	10	2	12	2.1	4.8	16.6	3.4	26.9	6.9	1.4	8.3
Derby Area 2	4	20	35	9	68	11	4	15	2.0	9.9	17.3	4.5	33.7	5.4	2.0	7.4
Derby Area 3	2	14	25	10	51	10	6	16	1.4	9.5	17.0	6.8	34.7	6.8	4.1	10.9
Derby Area 4	0	3	5	4	12	3	1	4	0.0	6.4	10.6	8.5	25.5	6.4	2.1	8.5
Derby Area 5	3	10	13	4	30	8	1	9	3.5	11.8	15.3	4.7	35.3	9.4	1.2	10.6
City Total	12	54	102	32	200	42	14	56	1.9	8.6	16.3	5.1	31.9	6.7	2.2	8.9
All Derbyshire Total	44	172	267	122	605	198	50	248	2.1	8.1	12.6	5.8	28.6	9.4	2.4	11.7

LDD = Learning Difficulty or Disability as defined by DCSF (DfE)

SA = School Action

SA+ = School Action Plus

Statement = Statement of Educational Needs as defined by the Local Authority

A8f(i) Characteristics of all 16-18 NEETs by ethnicity

Area		Ethnicity by Area - All Ages																		
	African	Bangladeshi	Caribbean	Indian	Chinese	Other	Other Asian Background	Other Black Background	Other Mixed Background	Other White Background	Pakistani	White and Asian	White and Black African	White and Black Caribbean	White British	White Gypsy / Roma	White Irish	No Information	Does Not Wish To Say	Not White British
Alfreton	1	-	-	-	-	-	-	-	1	-	-	-	-	-	68	-	-	9	-	2
Ripley	1	-	1	-	-	-	-	-	-	-	-	1	-	-	110	1	2	14	-	6
Ilkeston	-	-	-	-	-	-	-	-	-	3	-	-	-	-	118	-	-	23	-	3
Long Eaton	-	-	-	1	-	1	-	-	2	-	-	-	-	2	112	-	1	5	1	7
South Derbyshire	-	-	-	2	-	-	1	-	-	-	-	-	-	-	146	2	-	9	1	5
South Dales	-	-	-	-	-	-	-	-	-	1	-	-	-	-	27	-	-	-	1	1
North Dales	-	-	-	-	-	-	-	-	2	-	-	-	-	-	61	-	-	1	1	2
Buxton	1	-	-	-	-	-	-	-	1	1	-	-	-	-	115	-	1	-	1	4
Glossop	-	-	-	-	-	-	-	-	-	-	-	-	-	-	73	-	-	5	1	0
Chesterfield	-	1	-	-	-	-	-	-	2	2	1	-	1	2	232	-	-	8	1	9
North East	-	-	-	-	-	-	-	-	-	-	-	-	-	-	123	-	1	14	-	1
Bolsover	-	-	-	-	-	-	-	-	-	-	-	-	-	-	148	-	-	18	-	0
County Total	3	1	1	3	0	1	1	0	8	7	1	1	1	4	1333	3	5	106	7	40
Derby Area 1	-	-	2	-	-	-	-	1	-	2	-	-	-	4	134	2	-	-	-	11
Derby Area 2	-	-	3	3	-	3	-	1	2	4	2	-	-	3	162	2	2	13	2	25
Derby Area 3	-	3	-	4	-	1	2	1	2	7	14	4	1	6	81	7	2	10	2	54
Derby Area 4	-	-	2	2	-	1	-	1	-	-	3	-	-	3	34	-	-	-	1	12
Derby Area 5	-	-	-	-	-	-	-	-	-	-	-	-	-	2	78	-	-	3	2	2
City Total	0	3	7	9	0	5	2	4	4	13	19	4	1	18	489	11	4	26	7	104
All Derbyshire Total	3	4	8	12	0	6	3	4	12	20	20	5	2	22	1822	14	9	132	14	144

A8f(ii) Characteristics of all 16-18 NEETs by ethnicity (percentages)

		Ethnicity by area – all ages,%																		
Area	African	Bangladeshi	Caribbean	Chinese	Indian	Other	Other Asian Background	Other Black Background	Other Mixed Background	Other White Background	Pakistani	White and Asian	White and Black African	White and Black Caribbean	White British	White Gypsy / Roma	White Irish	No Information	Does Not Wish To Say	Not White British
Alfreton	1.3	-	-	-	-	-	-	-	1.3	-	-	-	-	-	86.1	-	-	11.4	-	2.5
Ripley	0.8	-	0.8	-	-	-	-	-	-	-	-	0.8	-	-	84.6	0.8	1.5	10.8	-	4.6
Ilkeston	-	-	-	-	-	-	-	-	-	2.1	-	-	-	-	81.9	-	-	16.0	-	2.1
Long Eaton	-	-	-	-	0.8	0.8	-	-	1.6	-	-	-	-	1.6	89.6	-	0.8	4.0	0.8	5.6
South Derbyshire	-	-	-	-	1.2	-	0.6	-	-	-	-	-	-	-	90.7	1.2	-	5.6	0.6	3.1
South Dales	-	-	-	-	-	-	-	-	-	3.4	-	-	-	-	93.1	-	-	-	3.4	3.4
North Dales	-	-	-	-	-	-	-	-	3.1	-	-	-	-	-	93.8	-	-	1.5	1.5	3.1
Buxton	0.8	-	-	-	-	-	-	-	0.8	0.8	-	-	-	-	95.8	-	0.8	-	0.8	3.3
Glossop	-	-	-	-	-	-	-	-	-	-	-	-	-	-	92.4	-	-	6.3	1.3	0.0
Chesterfield	-	0.4	-	-	-	-	-	-	0.8	0.8	0.4	-	0.4	0.8	92.8	-	-	3.2	0.4	3.6
North East	-	-	-	-	-	-	-	-	-	-	-	-	-	-	89.1	-	0.7	10.1	-	0.7
Bolsover	-	-	-	-	-	-	-	-	-	-	-	-	-	-	89.2	-	-	10.8	-	0.0
County Total	0.2	0.1	0.1	0	0.2	0.1	0.1	0.0	0.5	0.5	0.1	0.1	0.1	0.3	89.7	0.2	0.3	7.1	0.5	2.7
Derby Area 1	-	-	1.4	-	-	-	-	0.7	-	1.4	-	-	-	2.8	92.4	1.4	-	-	-	7.6
Derby Area 2	-	-	1.5	-	1.5	1.5	-	0.5	1.0	2.0	1.0	-	-	1.5	80.2	1.0	1.0	6.4	1.0	12.4
Derby Area 3	-	2.0	-	-	2.7	0.7	1.4	0.7	1.4	4.8	9.5	2.7	0.7	4.1	55.1	4.8	1.4	6.8	1.4	36.7
Derby Area 4	-	-	4.3	-	4.3	2.1	-	2.1	-	-	6.4	-	-	6.4	72.3	-	-	-	2.1	25.5
Derby Area 5	-	-	-	-	-	-	-	-	-	-	-	-	-	2.4	91.8	-	-	3.5	2.4	2.4
City Total	0.0	0.5	1.1	0	1.4	0.8	0.3	0.6	0.6	2.1	3.0	0.6	0.2	2.9	78.1	1.8	0.6	4.2	1.1	16.6
All Derbyshire Total	0.1	0.2	0.4	0	0.6	0.3	0.1	0.2	0.6	0.9	0.9	0.2	0.1	1.0	86.3	0.7	0.4	6.3	0.7	6.8

Appendix 9 Intended versus actual progression – 2009 leavers

Actual 2009 leavers

	Education	Training	Employment	Positive progressions	Other
School	Actual	Actual	Actual	Actual	Actual
Amber Valley	1244	26	13	1283	4
Erewash	889	35	10	934	4
South Derbyshire	684	17	3	704	3
Derbyshire Dales	674	16	19	709	1
High Peak	886	15	12	913	0
Chesterfield	1146	19	4	1169	1
Bolsover	630	17	6	653	1
North East Derbyshire	779	29	6	814	1
County Special Schools	81	0	1	82	0
County Total	7013	174	74	7261	15
Derby City	2308	37	16	2361	12
City Special Schools	62	0	0	62	0
City Total	2370	37	16	2423	12
All Derbyshire	9383	211	90	9684	27

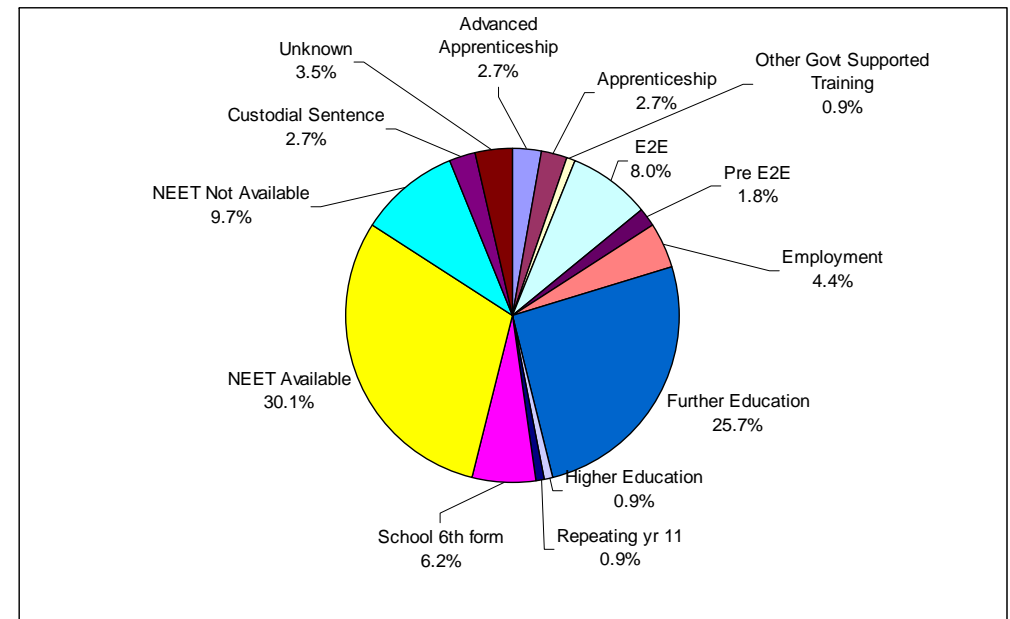
Intended v Actual 2009 leavers

% Progressions and Intended Destinations Match															
School	Progression Type														
	Education			Training			Employment			Positive Progressions			Other		
	Intende d	Act ual	%	nde d	Act ual	%	nde d	Act ual	%	Intende d	Act ual	%	nde d	Act ual	%
Amber Valley	1360	1244	91.5	89	26	29.2	103	13	12.6	1552	1283	82.7	11	4	36.4
Erewash	968	889	91.8	106	35	33.0	84	10	11.9	1158	934	80.7	7	4	57.1
South Derbyshire	767	684	89.2	36	17	47.2	38	3	7.9	841	704	83.7	4	3	75.0
Derbyshire Dales	737	674	91.5	34	16	47.1	46	19	41.3	817	709	86.8	1	1	100.0
High Peak	959	886	92.4	34	15	44.1	112	12	10.7	1105	913	82.6	1	0	0.0
Chesterfield	1274	1146	90.0	62	19	30.6	69	4	5.8	1405	1169	83.2	3	1	33.3
Bolsover	746	630	84.5	54	17	31.5	29	6	20.7	829	653	78.8	6	1	16.7
North East Derbyshire	854	779	91.2	76	29	38.2	66	6	9.1	996	814	81.7	2	1	50.0
County Special Schools	89	81	91.0	0	0	-	1	1	100.0	90	82	91.1	0	0	-
County Total	7754	7013	90.4	491	174	35.4	548	74	13.5	8793	7261	82.6	35	15	42.9
Derby City	2607	2308	88.5	82	37	45.1	203	16	7.9	2892	2361	81.6	16	12	75.0
City Special Schools	62	62	100.0	0	0	-	1	0	0.0	63	62	98.4	0	0	-
City Total	2669	2370	88.8	82	37	45.1	204	16	7.8	2955	2423	82.0	16	12	75.0
All Derbyshire	10423	9383	90.0	573	211	36.8	752	90	12.0	11748	9684	82.4	51	27	52.9

Appendix 10 Current Activity of all young people 16-19 - care leavers, in care, YOS, pregnant and teenage parents

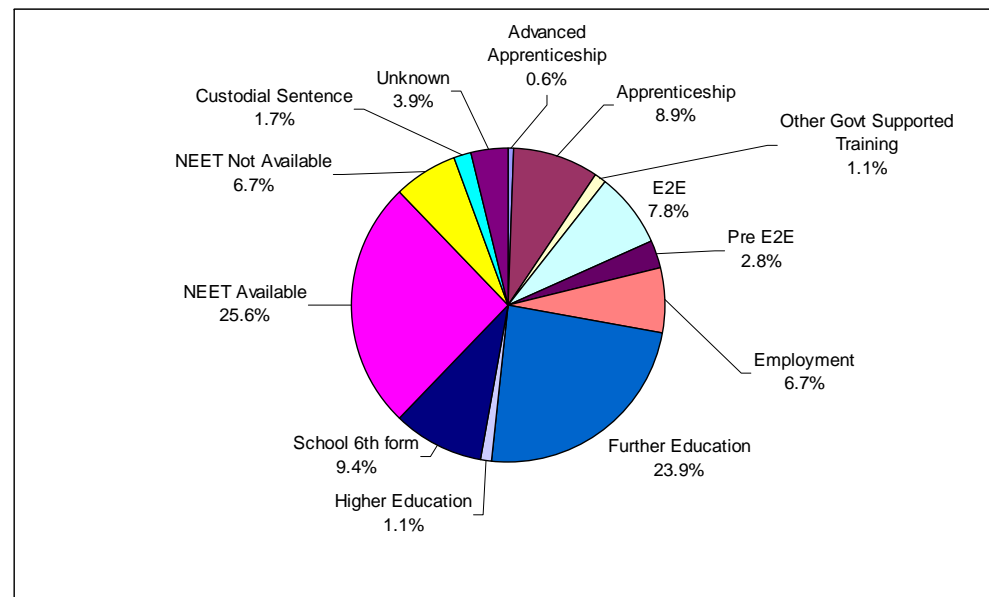
Care Leavers Age16-19 - Current Destination June 2010 - All Derbyshire

Destination	Number	%
Advanced Apprenticeship	3	2.7
Apprenticeship	3	2.7
Other Govt Supported Training	1	0.9
E2E	9	8.0
Pre E2E	2	1.8
Employment	5	4.4
Further Education	29	25.7
Higher Education	1	0.9
Repeating yr 11	1	0.9
School 6th form	7	6.2
NEET Available	34	30.1
NEET Not Available	11	9.7
Custodial Sentence	3	2.7
Unknown	4	3.5
Total	113	84.1



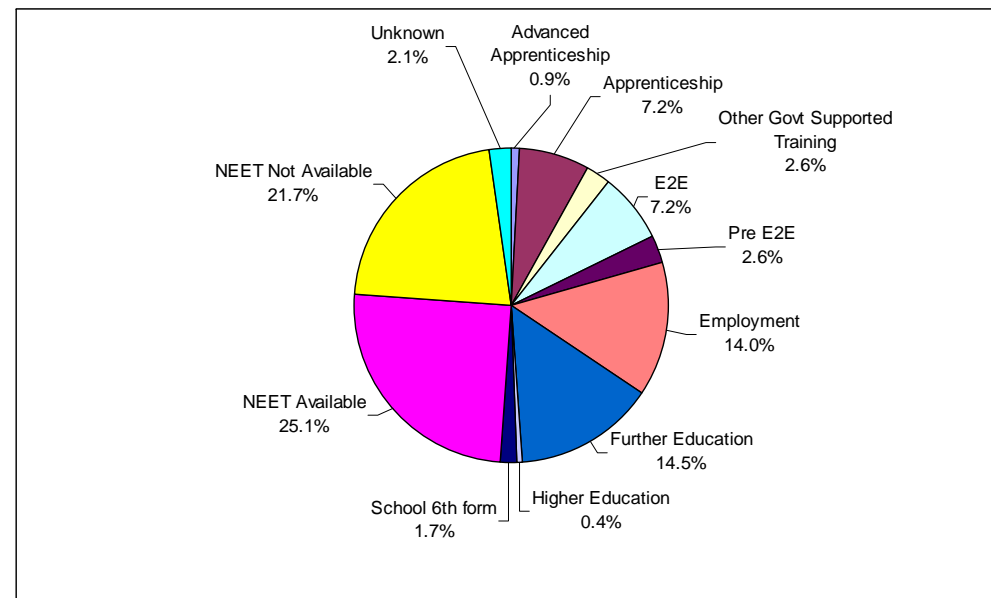
Young People in care Age16-19 - Current Destination June 2010 - All Derbyshire

Destination	Number	%
Advanced Apprenticeship	1	0.6
Apprenticeship	16	8.9
Other Govt Supported Training	2	1.1
E2E	14	7.8
Pre E2E	5	2.8
Employment	12	6.7
Further Education	43	23.9
Higher Education	2	1.1
School 6th form	17	9.4
NEET Available	46	25.6
NEET Not Available	12	6.7
Custodial Sentence	3	1.7
Unknown	7	3.9
Total	180	87.8



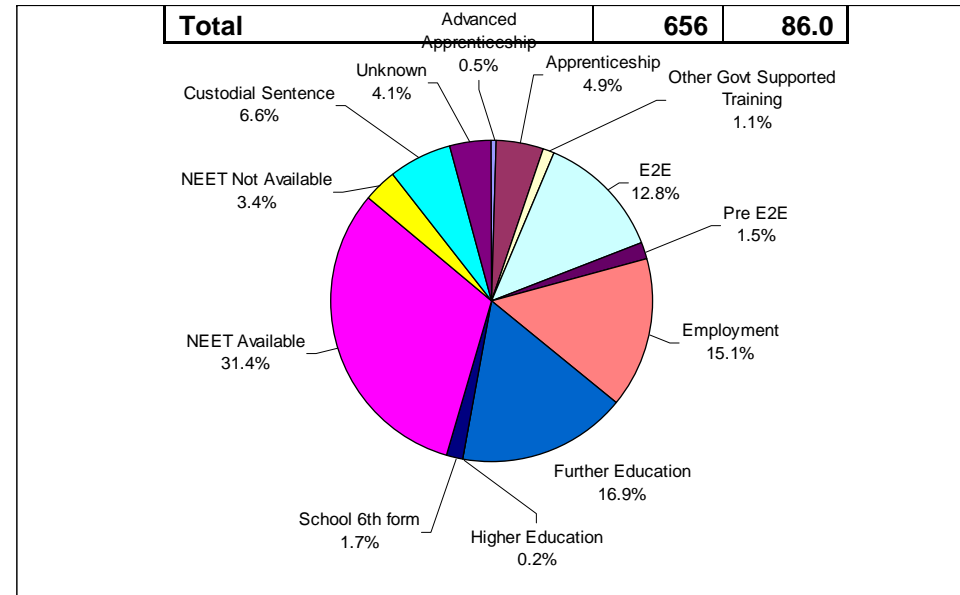
Pregnant Young People Age16-19 - Current Destination June 2010 - All Derbyshire

Destination	Number	%
Advanced Apprenticeship	2	0.9
Apprenticeship	17	7.2
Other Govt Supported Training	6	2.6
E2E	17	7.2
Pre E2E	6	2.6
Employment	33	14.0
Further Education	34	14.5
Higher Education	1	0.4
School 6th form	4	1.7
NEET Available	59	25.1
NEET Not Available	51	21.7
Unknown	5	2.1
Total	235	76.2



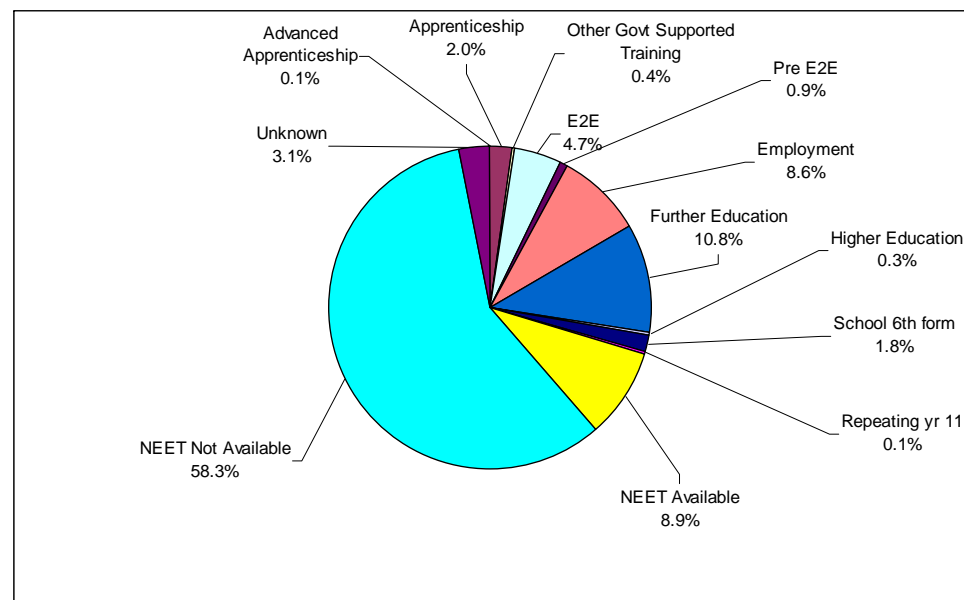
Young People Supervised by YOS Age16-19 - Current Destination June 2010 - All Derbyshire

Destination	Number	%
Advanced Apprenticeship	3	0.5
Apprenticeship	32	4.9
Other Govt Supported Training	7	1.1
E2E	84	12.8
Pre E2E	10	1.5
Employment	99	15.1
Further Education	111	16.9
Higher Education	1	0.2
School 6th form	11	1.7
NEET Available	206	31.4
NEET Not Available	22	3.4
Custodial Sentence	43	6.6
Unknown	27	4.1



Teenage Parents Age16-19 - Current Destination June 2010 - All Derbyshire

Destination	Number	%
Advanced Apprenticeship	1	0.1
Apprenticeship	16	2.0
Other Govt Supported Training	3	0.4
E2E	37	4.7
Pre E2E	7	0.9
Employment	68	8.6
Further Education	86	10.8
Higher Education	2	0.3
School 6th form	14	1.8
Repeating yr 11	1	0.1
NEET Available	71	8.9
NEET Not Available	463	58.3
Unknown	25	3.1
Total	794	38.5

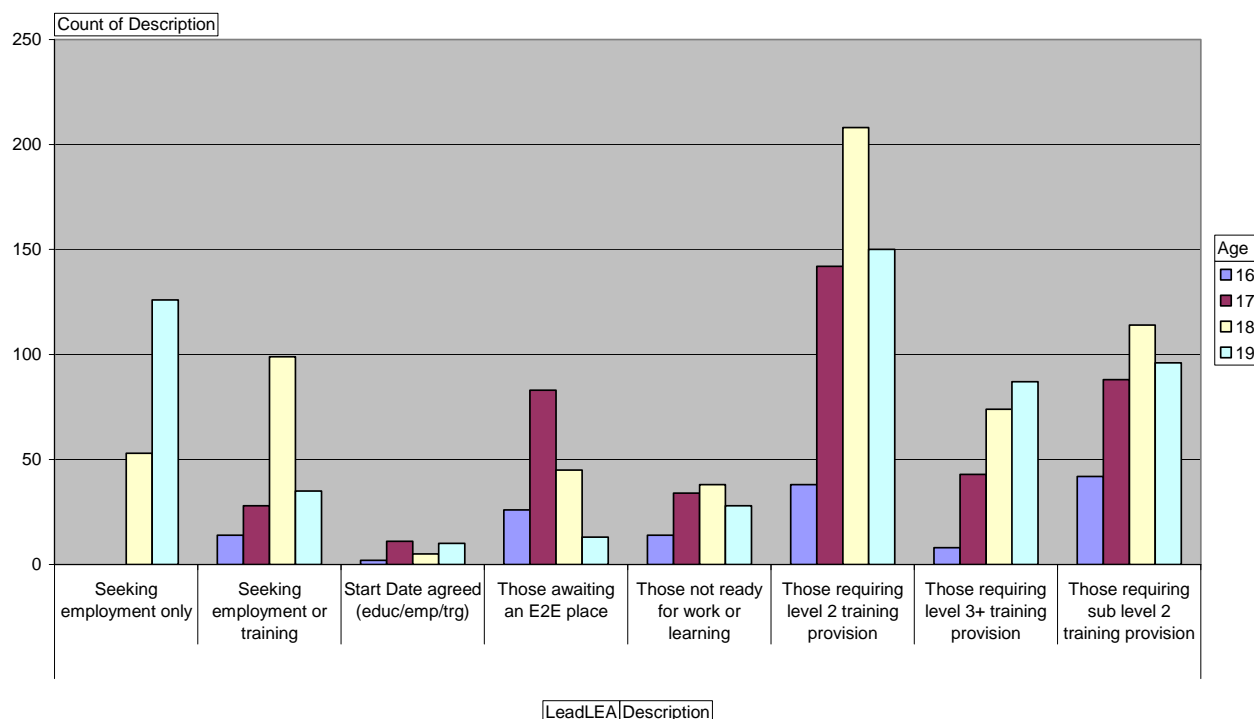


Appendix 11 Characteristics and Activity of NEET cohort 16-19 in Derbyshire County Local Authority Area

NEET and Vulnerable Groups Aged 16 to 19 Breakdown as at 31 March 2010

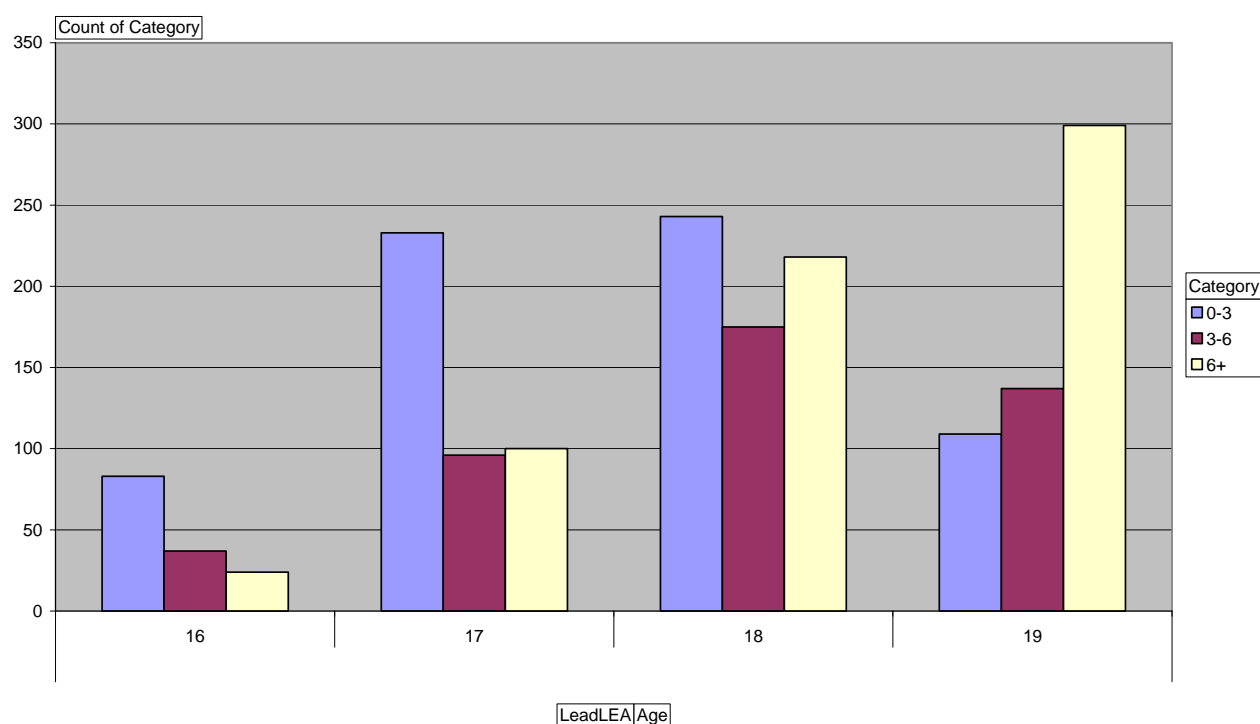
NEET Available by Age and Level Breakdown – Table and Following Graph

Description	16	17	18	19	Grand Total
Seeking employment only			53	126	179
Seeking employment or training	14	28	99	35	176
Start Date agreed (education/employment/training)	2	11	5	10	28
Those awaiting an E2E place	26	83	45	13	167
Those not ready for work or learning	14	34	38	28	114
Those requiring level 2 training provision	38	142	208	150	538
Those requiring level 3+ training provision	8	43	74	87	212
Those requiring sub level 2 training provision	42	88	114	96	340
Total	144	429	636	545	1754



NEET Available by Length of Time NEET – Table and Following Graph

Age	0-3	3-6	6+ Months	Grand Total
16	83	37	24	144
17	233	96	100	429
18	243	175	218	636
19	109	137	299	545
Total	668	445	641	1754



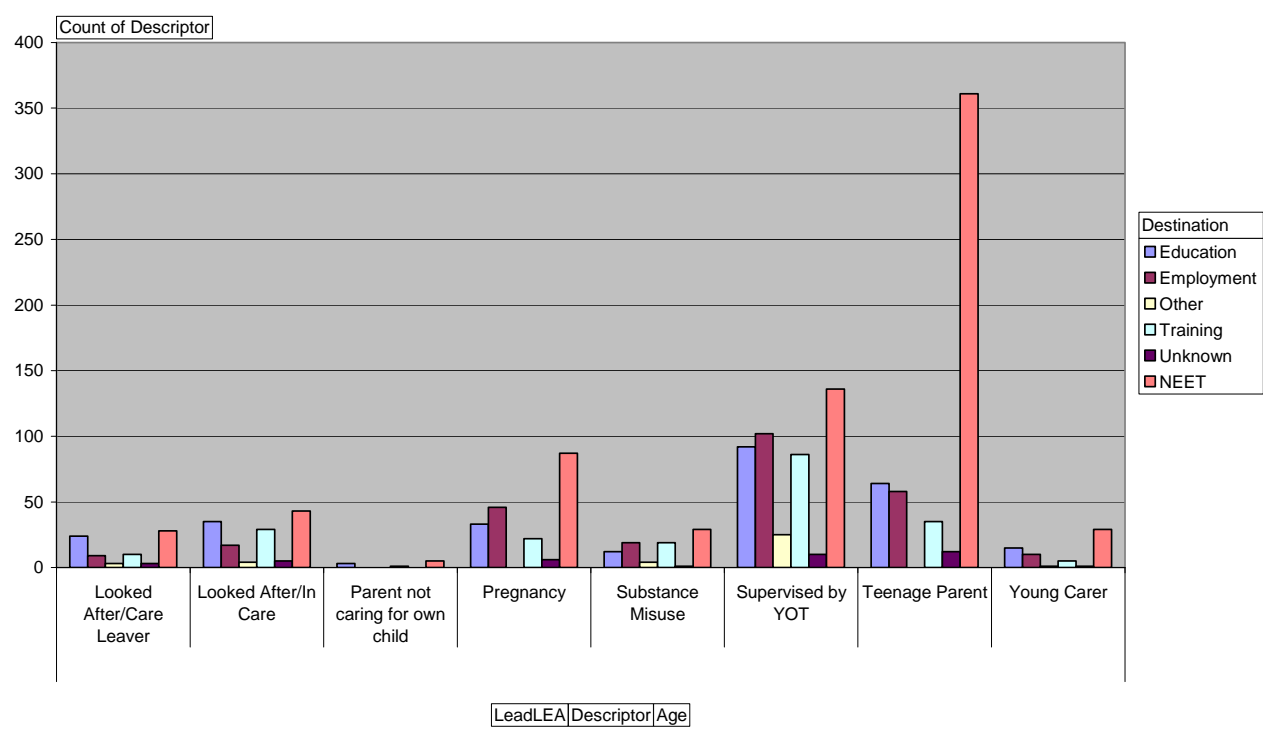
Vulnerable Groups – Destinations as at 31/03/2010 – Following Graph is Total Aged 16 to 19
NB A young person can have more than one vulnerable group category

16-17 year olds

Descriptor	Education	Employment	Other	Training	Unknown	NEET	Grand Total
Looked After/Care Leaver	16	1		5	2	10	34
Looked After/In Care	18	5	2	14	2	14	55
Parent not caring for own child	2					1	3
Pregnancy	13	10		14		27	64
Substance Misuse	9	9		14	1	11	44
Supervised by YOT	59	32	10	56	4	58	219
Teenage Parent	14	2		10		54	80
Young Carer	8	3		2		6	19
Total	139	62	12	115	9	181	518

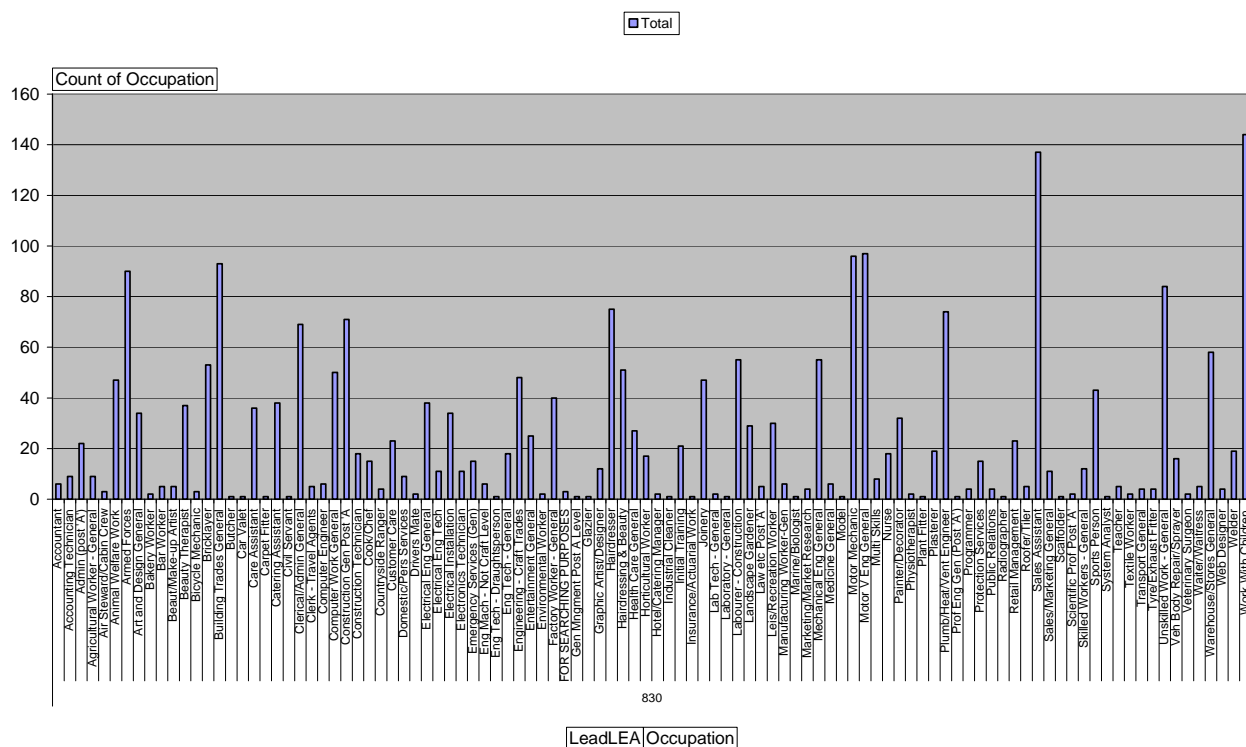
18-19 year olds

Descriptor	Education	Employment	Other	Training	Unknown	NEET	Grand Total
Looked After/Care Leaver	8	8	3	5	1	18	43
Looked After/In Care	17	12	2	15	3	29	78
Parent not caring for own child	1			1		4	6
Pregnancy	20	36		8	6	60	130
Substance Misuse	3	10	4	5		18	40
Supervised by YOT	33	70	15	30	6	78	232
Teenage Parent	50	56		25	12	307	450
Young Carer	7	7	1	3	1	23	42
Total	139	199	25	92	29	537	1021



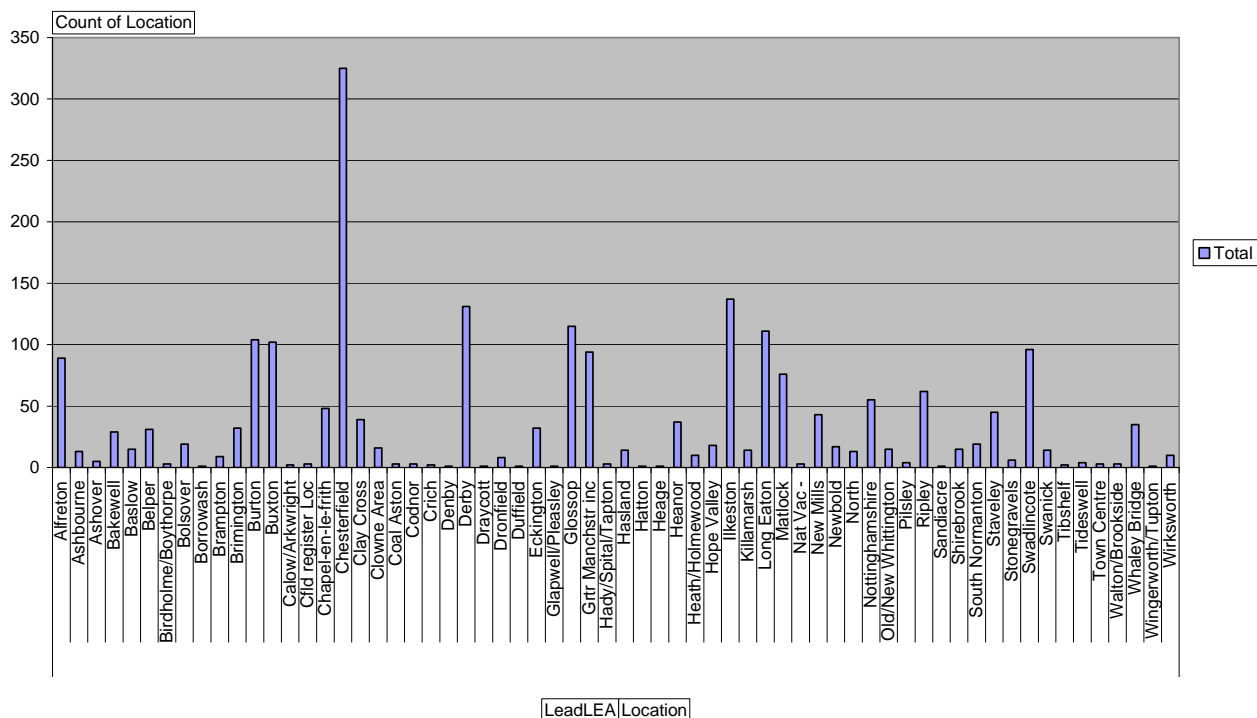
NEET Available by Occupational Choice – Aged 16 to 19

Based on Connexions DCSF Standard Occupational Codes



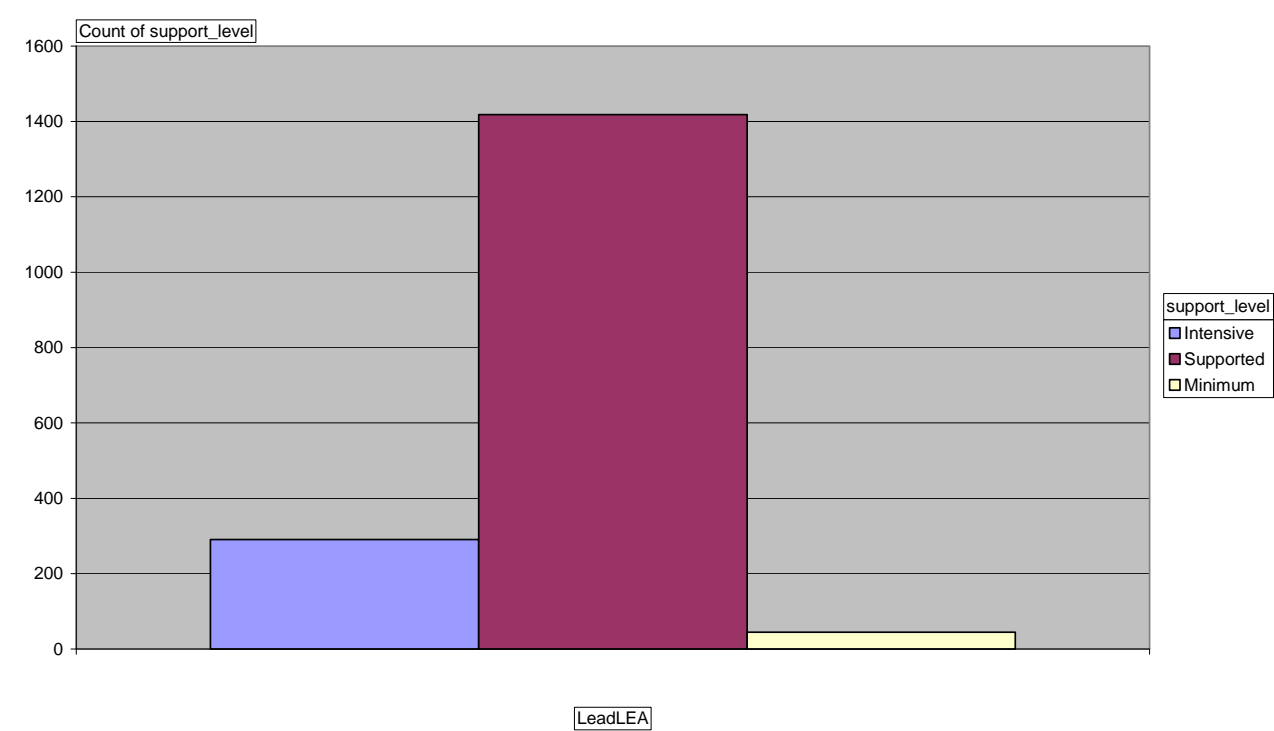
NEET Available by Location Codes

This is where they are seeking employment and training and can be more than one area



NEET Available by Support Level

Intensive	Supported	Minimum	Grand Total
291	1418	45	1754



Data Source: Connexions Derbyshire Ltd.
To be used solely for the RIEP NEET project

Appendix 12 Characteristics and activity of NEET cohort 16-19 in High Peak

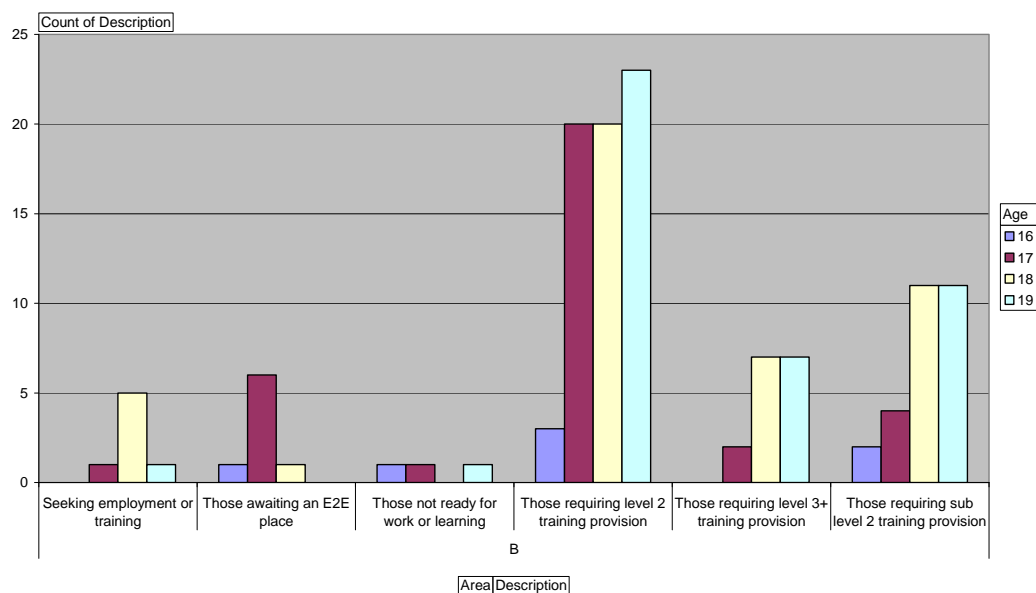
NEET and Vulnerable Groups Aged 16 to 19 Breakdown as at 31 March 2010

High Peak District – All figures are as at 31/03/2010

Buxton

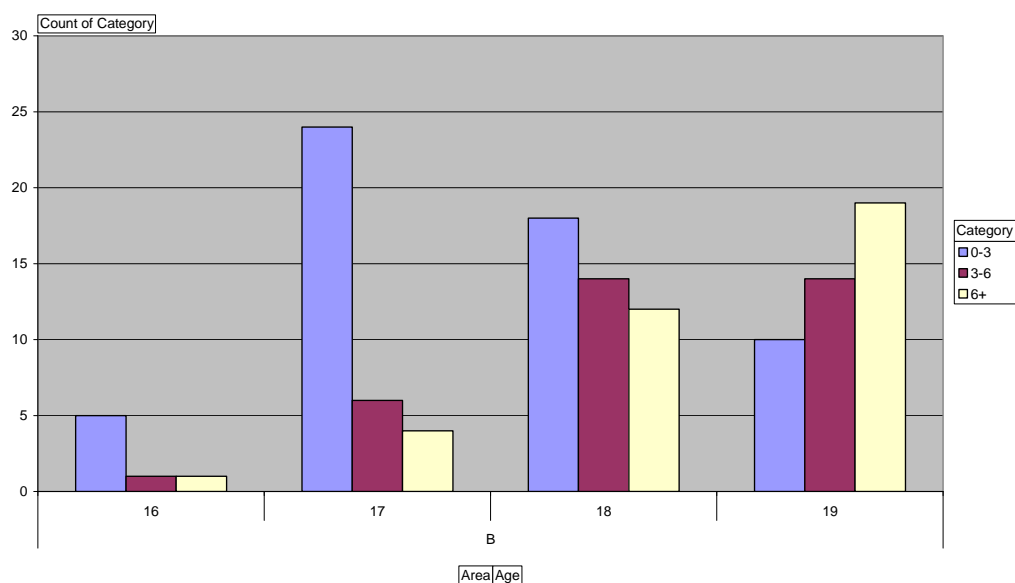
NEET Available by Age and Level Breakdown – Table and Following Graph

Description	16	17	18	19	Grand Total
Seeking employment or training		1	5	1	7
Those awaiting an E2E place	1	6	1		8
Those not ready for work or learning	1	1		1	3
Those requiring level 2 training provision	3	20	20	23	66
Those requiring level 3+ training provision		2	7	7	16
Those requiring sub level 2 training provision	2	4	11	11	28
Total	7	34	44	43	128



NEET Available by Length of Time NEET – Table and Following Graph

Age	0-3	3-6	6+	Grand Total
16	5	1	1	7
17	24	6	4	34
18	18	14	12	44
19	10	14	19	43
Total	57	35	36	128



Vulnerable Groups - Destinations as at 31/03/2010

16-17 year olds

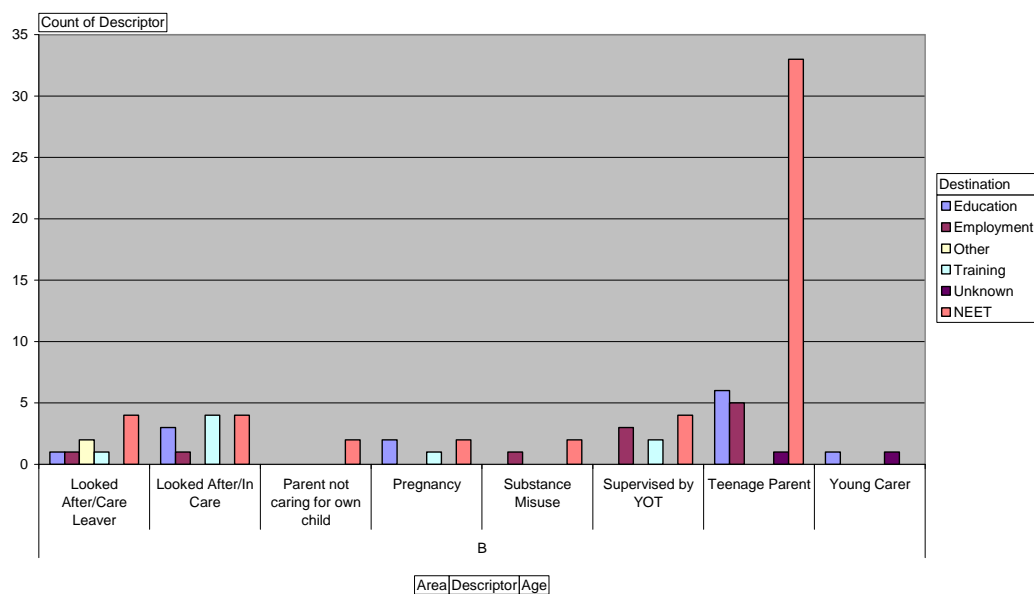
Descriptor	Education	Employment	Training	NEET	Grand Total
Looked After/Care Leaver			1	1	2
Looked After/In Care	2		2		4
Parent not caring for own child				1	1
Pregnancy	1		1	2	4
Teenage Parent	1	1		6	8
Supervised by YOT		1	2	1	4
Young Carer	1				1
Total	5	2	6	11	24

18-19 year olds – Destinations as at 31/03/2010

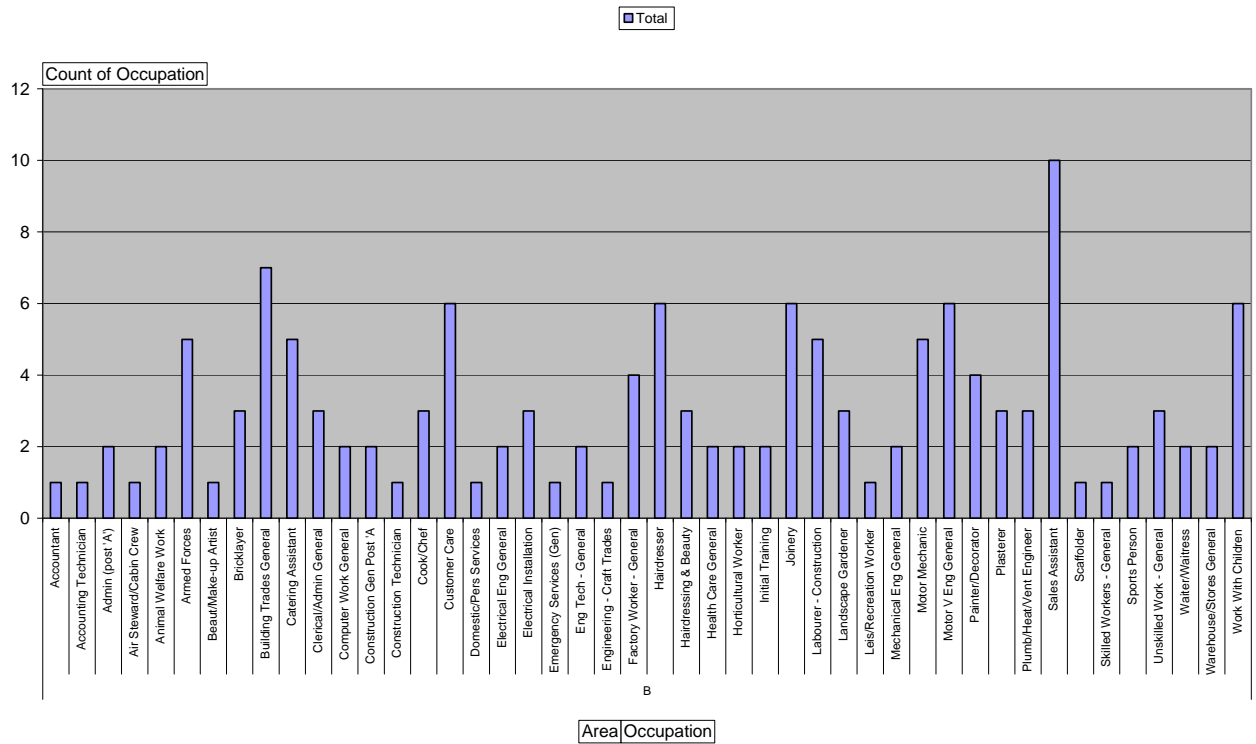
Descriptor	Education	Employment	Other	Training	Unknown	NEET	Grand Total
Looked After/Care Leaver	1	1	2			3	7
Looked After/In Care	1	1		2		4	8
Parent not caring for own child						1	1
Pregnancy	1						1
Teenage Parent	5	4			1	27	37
Substance Misuse		1				2	3
Supervised by YOT		2				3	5
Young Carer					1		1
Total	8	9	2	2	2	40	63

NB A young person can have more than one vulnerable group category

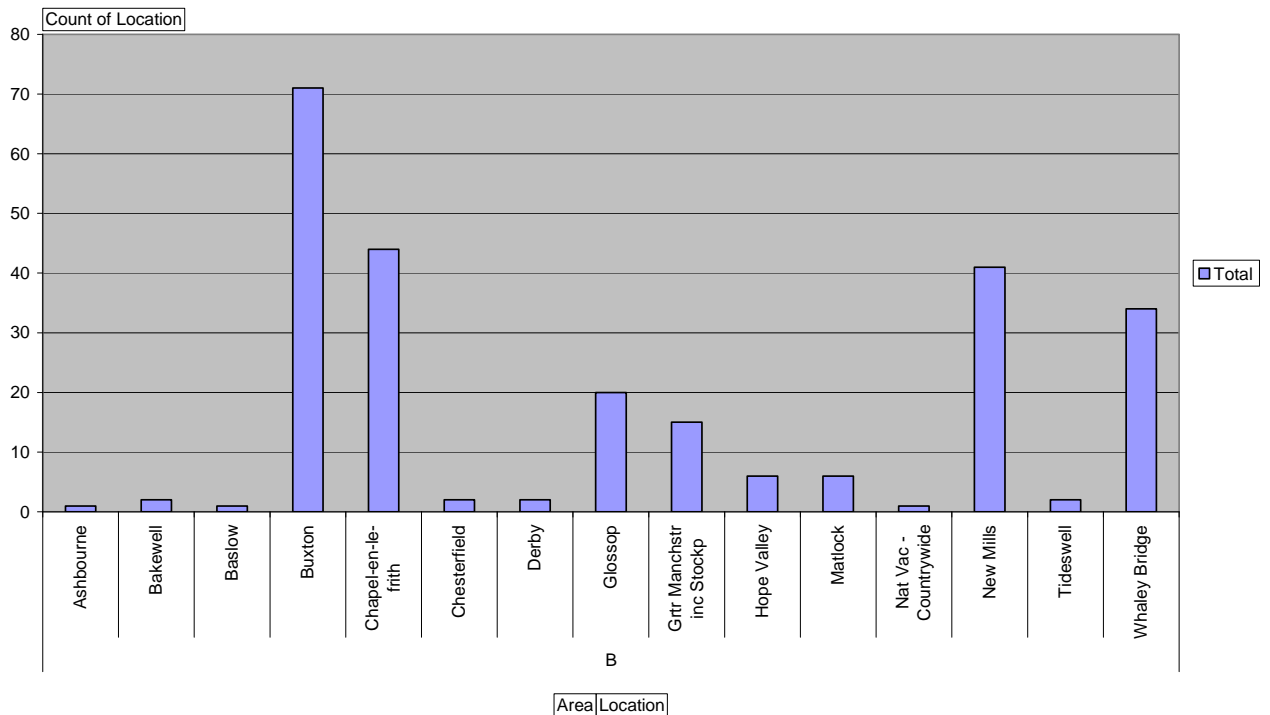
Vulnerable Groups Aged 16 to 19 – Destinations as at 31/03/2010



NEET Available by Occupational Choice – Aged 16 to 19 Based on Connexions DCSF Standard Occupational Codes

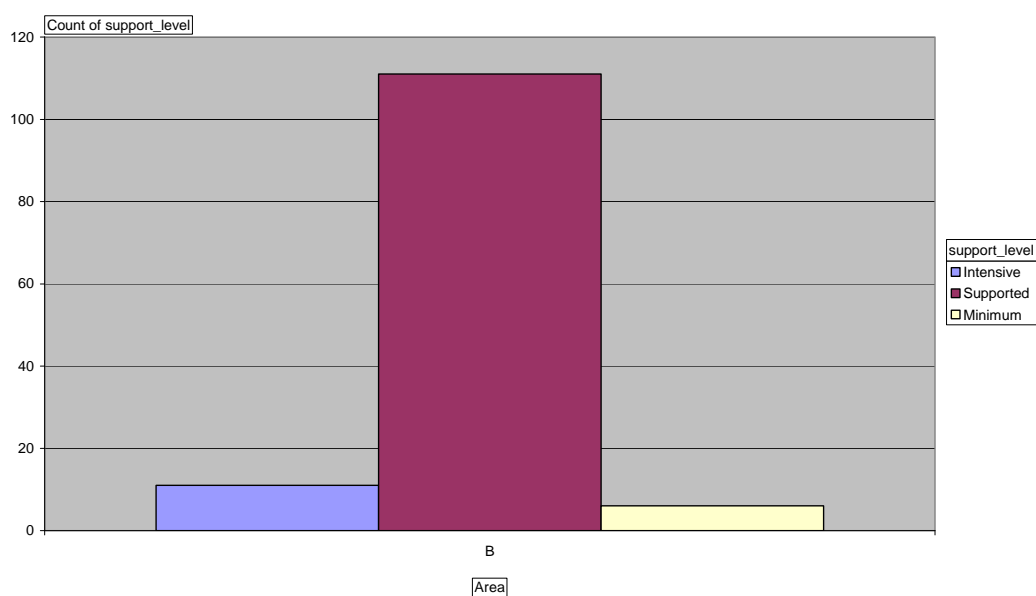


NEET Available Aged 16 to 19 by Location Code: Where employment and training is sought



NEET Available Aged 16 to 19 by Support Level – Table and Following Graph

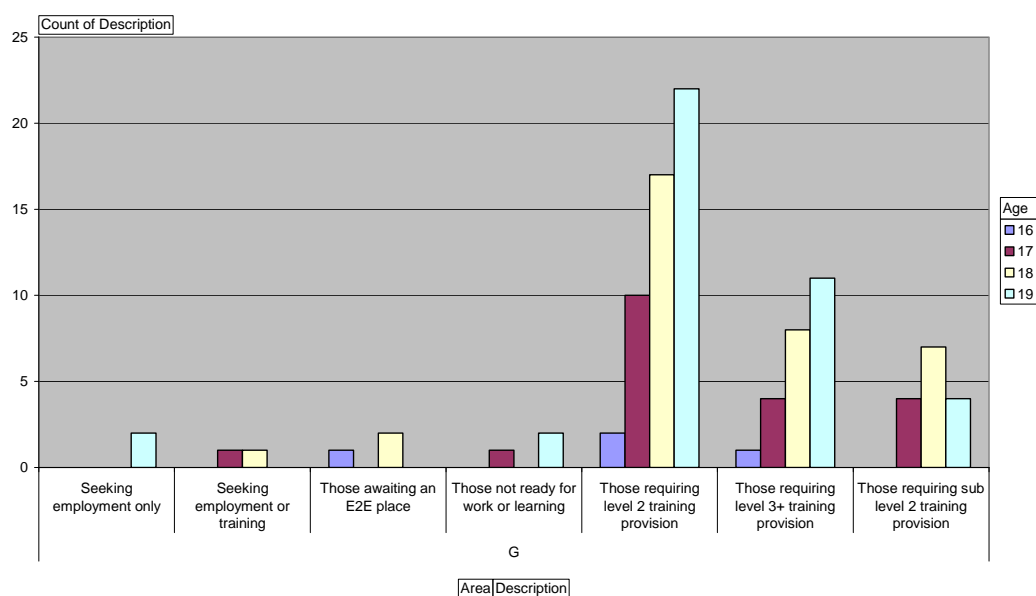
Intensive	Supported	Minimum	Grand Total
11	111	6	128



Glossop – All figures are as at 31/03/2010

NEET Available by Age and Level Breakdown – Table and Following Graph

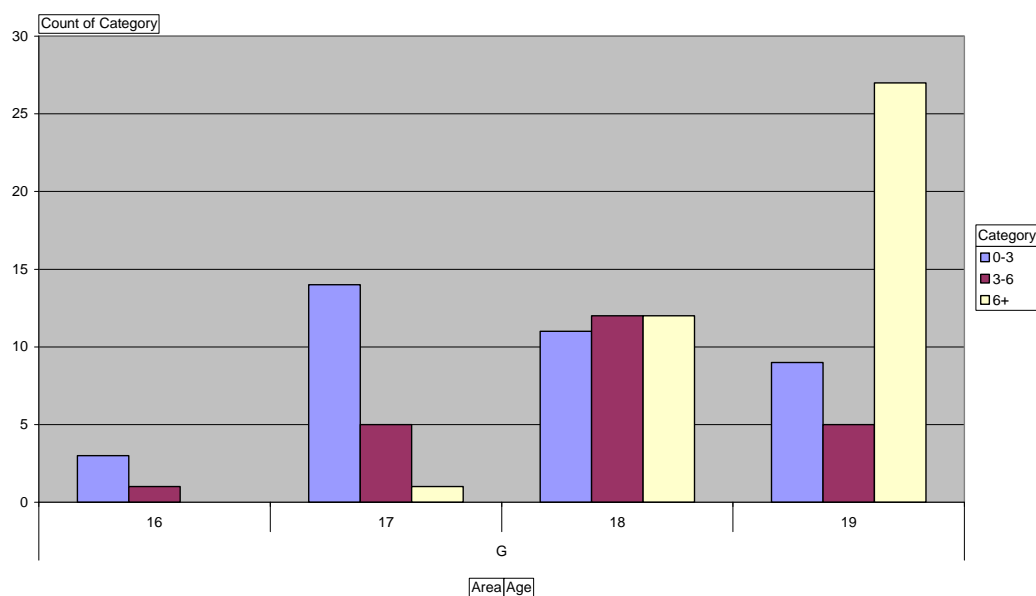
Description	16	17	18	19	Grand Total
Seeking employment only				2	2
Seeking employment or training		1	1		2
Those awaiting an E2E place	1		2		3
Those not ready for work or learning		1		2	3
Those requiring level 2 training provision	2	10	17	22	51
Those requiring level 3+ training provision	1	4	8	11	24
Those requiring sub level 2 training provision		4	7	4	15
Total	4	20	35	41	100



NEET Available by Length of Time NEET – Table and Following Graph

Age	0-3	3-6	6+	Grand Total
16	3	1		4
17	14	5	1	20
18	11	12	12	35
19	9	5	27	41
Total	37	23	40	100

Data Source: Connexions Derbyshire Ltd.
To be used solely for the RIEP NEET project



Vulnerable Groups – Destinations as at 31/03/2010

16 and 17 year olds

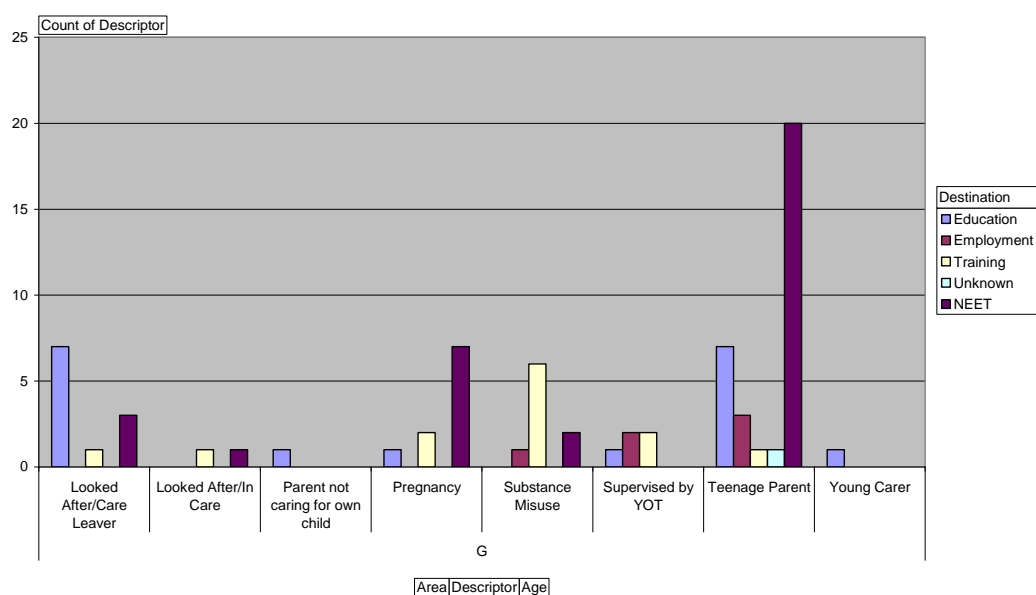
Descriptor	Education	Employment	Training	NEET	Grand Total
Looked After/Care Leaver	3		1	1	5
Looked After/In Care			1		1
Pregnancy			2	3	5
Teenage Parent	2			2	4
Substance Misuse		1	5	1	7
Supervised by YOT		2	1		3
Young Carer	1				1
Total	6	3	10	7	26

18 and 19 year olds

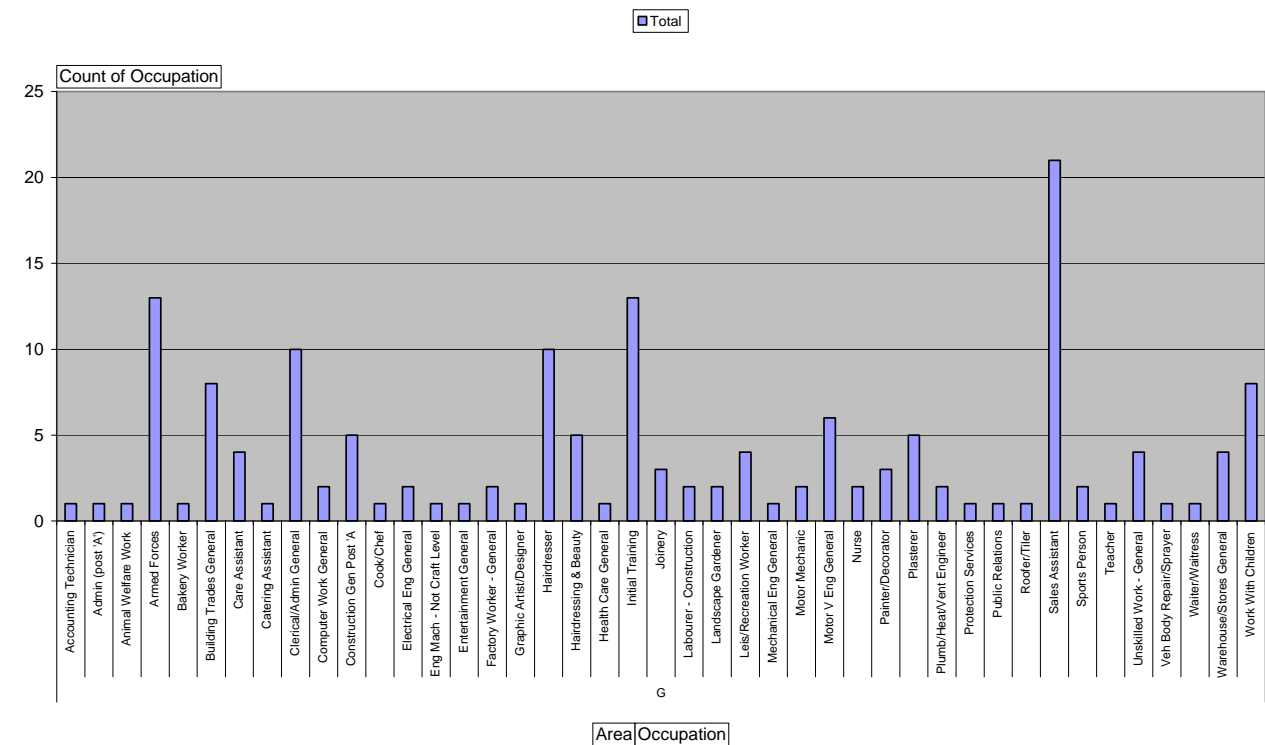
Descriptor	Education	Employment	Training	Unknown	NEET	Grand Total
Looked After/Care Leaver	4				2	6
Looked After/In Care					1	1
Parent not caring for own child	1					1
Pregnancy	1				4	5
Teenage Parent	5	3	1	1	18	28
Substance Misuse			1		1	2
Supervised by YOT	1		1			2
Total	12	3	3	1	26	45

NB A young person can have more than one vulnerable group category

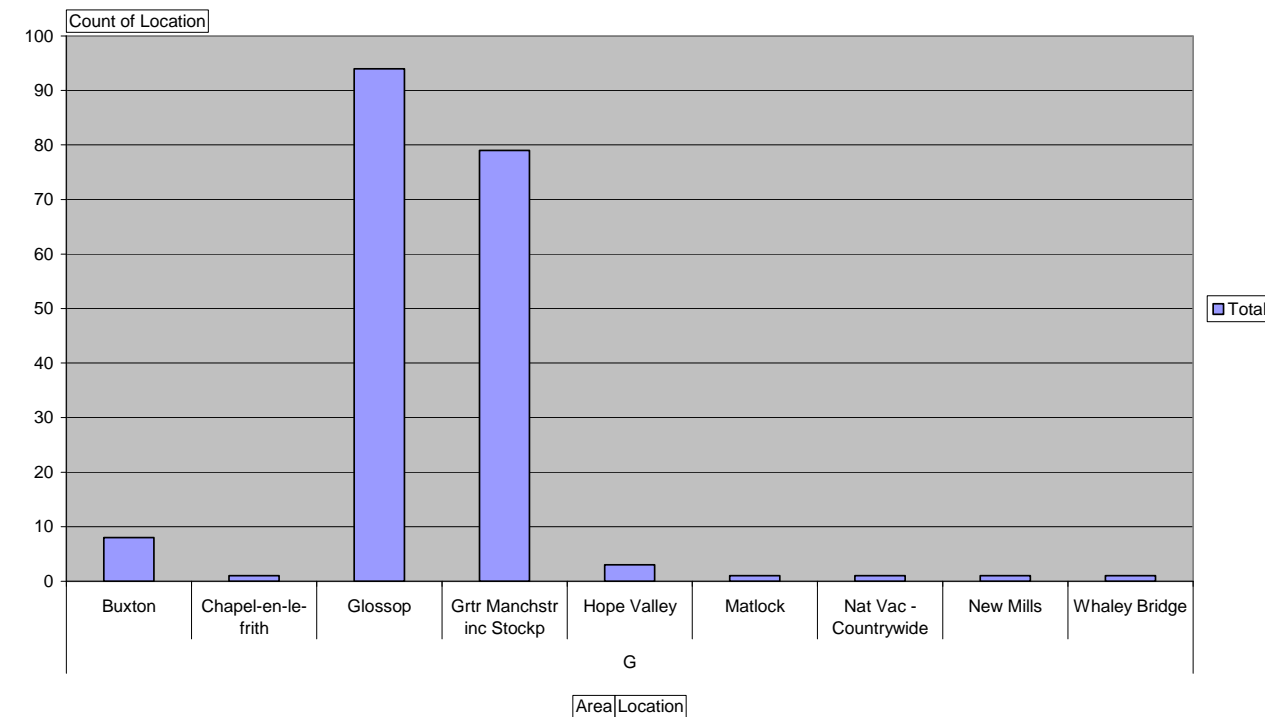
Vulnerable Groups Aged 16 to 19 – Destinations as at 31/03/2010



NEET Available by Occupational Choice
Based on Connexions DCSF Standard Occupational Codes

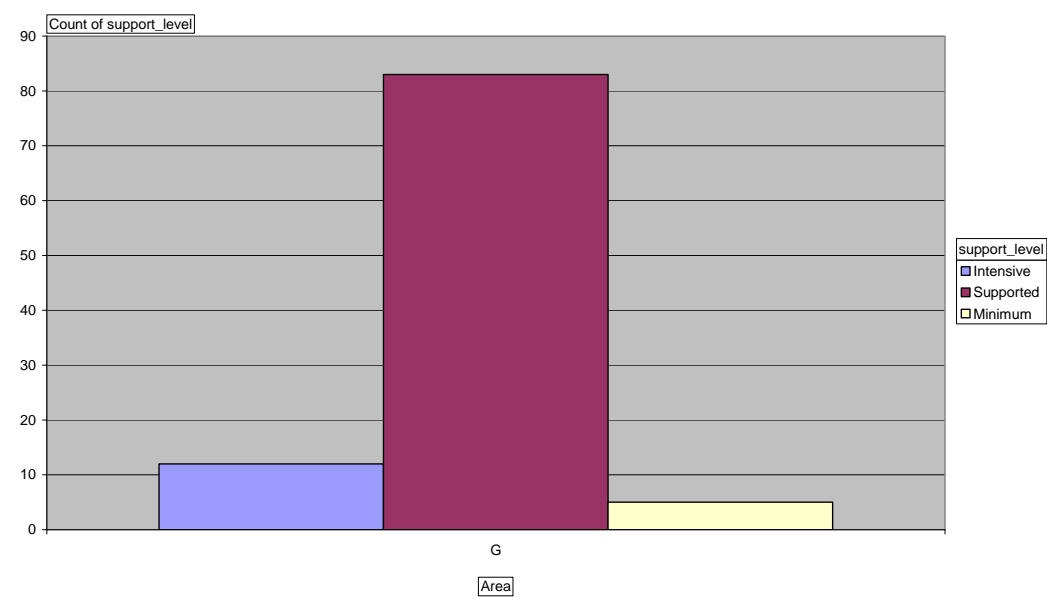


NEET Available Aged 16 to 19 by Location Code
This is where they are seeking employment and training



NEET Available by Support Level – Table and Following Graph

Intensive	Supported	Minimum	Grand Total
12	83	5	100



Appendix 13 Characteristics and activity of NEET cohort 16-19 in Erewash

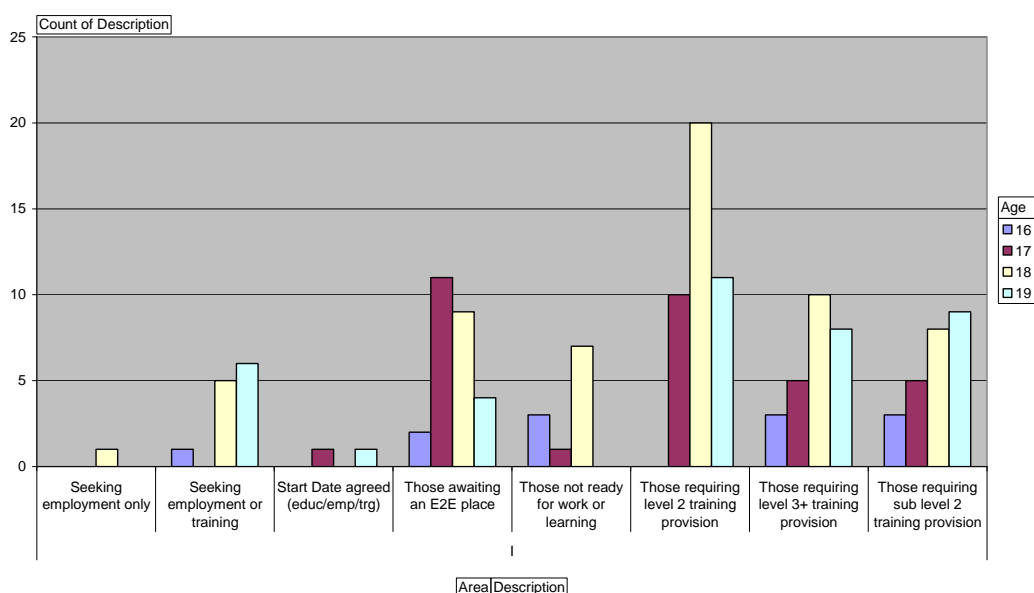
NEET and Vulnerable Groups Aged 16 to 19 Breakdown as at 31 March 2010

Erewash District – all figures are as at 31/03/2010

Ilkeston

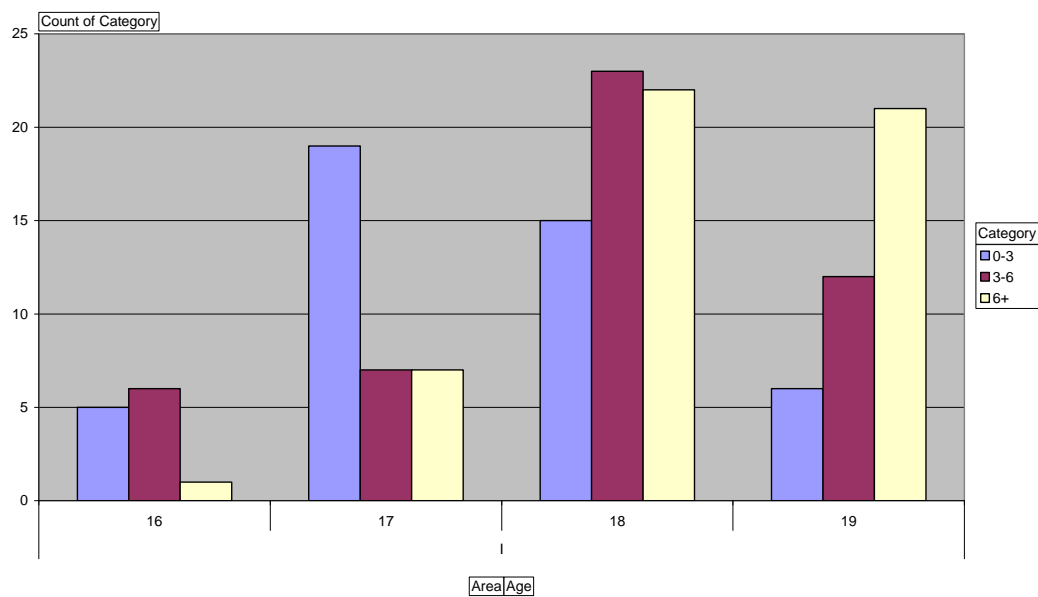
NEET Available by Age and Level Breakdown – Table and following Graph

Description	16	17	18	19	Grand Total
Seeking employment only			1		1
Seeking employment or training	1		5	6	12
Start Date agreed (educ/employ/trg)		1		1	2
Those awaiting an E2E place	2	11	9	4	26
Those not ready for work or learning	3	1	7		11
Those requiring level 2 training provision		10	20	11	41
Those requiring level 3+ training provision	3	5	10	8	26
Those requiring sub level 2 training provision	3	5	8	9	25
Total	12	33	60	39	144



NEET Available by Length of Time NEET – Table and Following Graph

Age	0-3	3-6	6+ months	Grand Total
16	5	6	1	12
17	19	7	7	33
18	15	23	22	60
19	6	12	21	39
Total	45	48	51	144



Vulnerable Groups – Destinations as at 31/03/2010

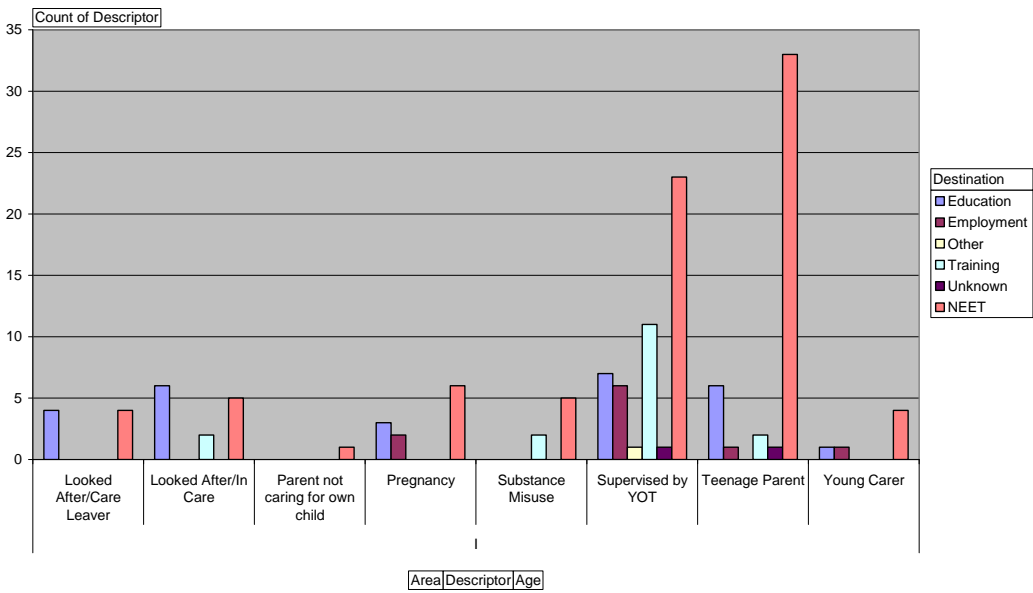
16-17 year olds

Descriptor	Education	Employment	Other	Training	NEET	Grand Total
Looked After/Care Leaver	3				2	5
Looked After/In Care	3			1	2	6
Pregnancy	1				3	4
Teenage Parent	1				6	7
Substance Misuse				1	2	3
Supervised by YOT	5	3	1	7	11	27
Young Carer	1				2	3
Total	14	3	1	9	28	55

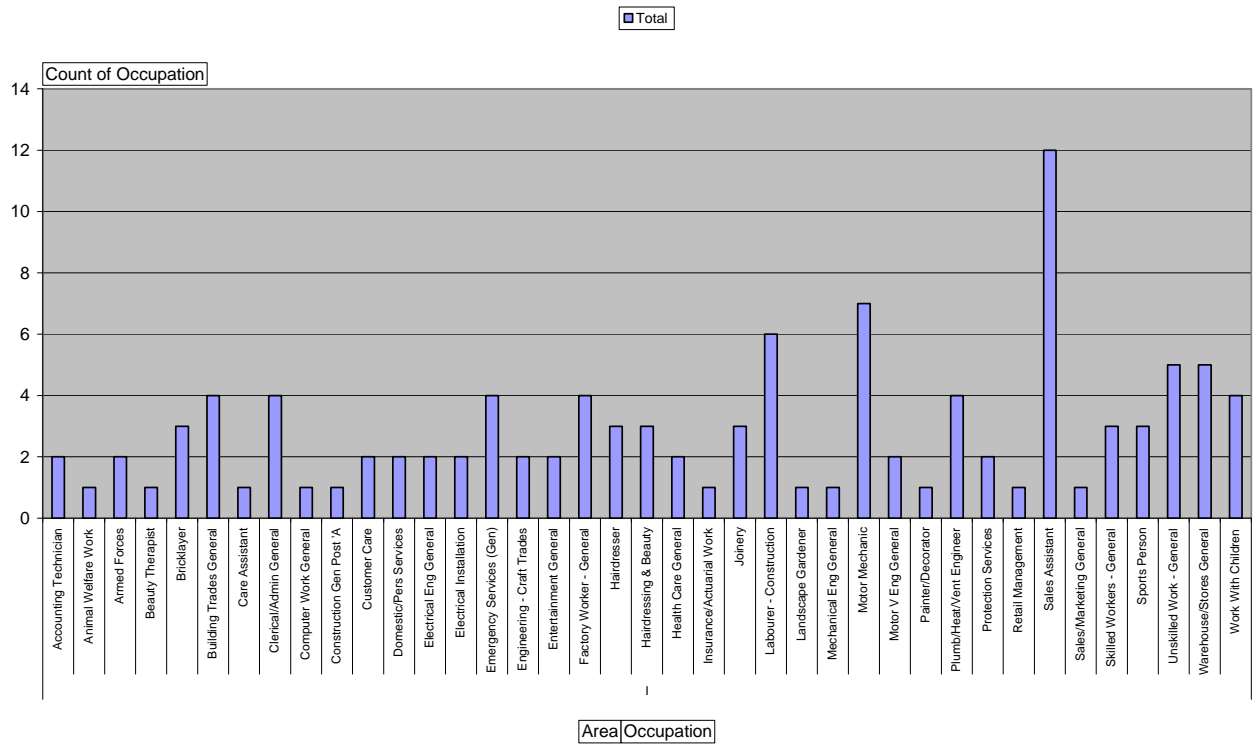
18-19 year olds

Descriptor	Education	Employment	Training	Unknown	NEET	Grand Total
Looked After/Care Leaver	1				2	3
Looked After/In Care	3		1		3	7
Parent not caring for own child					1	1
Pregnancy	2	2			3	7
Teenage Parent	5	1	2	1	27	36
Substance Misuse			1		3	4
Supervised by YOT	2	3	4	1	12	22
Young Carer		1			2	3
Total	13	7	8	2	53	83

NB A young person can have more than one vulnerable category

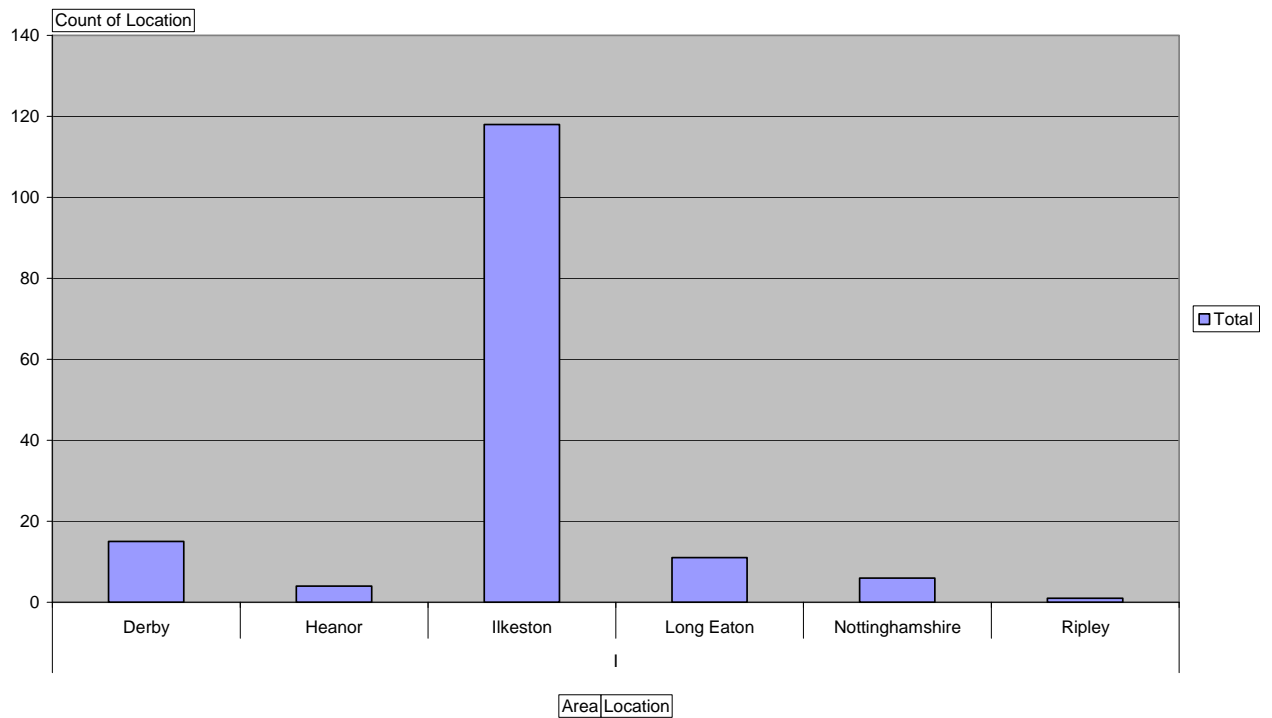


NEET Available by Occupational Choice – Aged 16 to 19 Based on Connexions DCSF Standard Occupational Codes



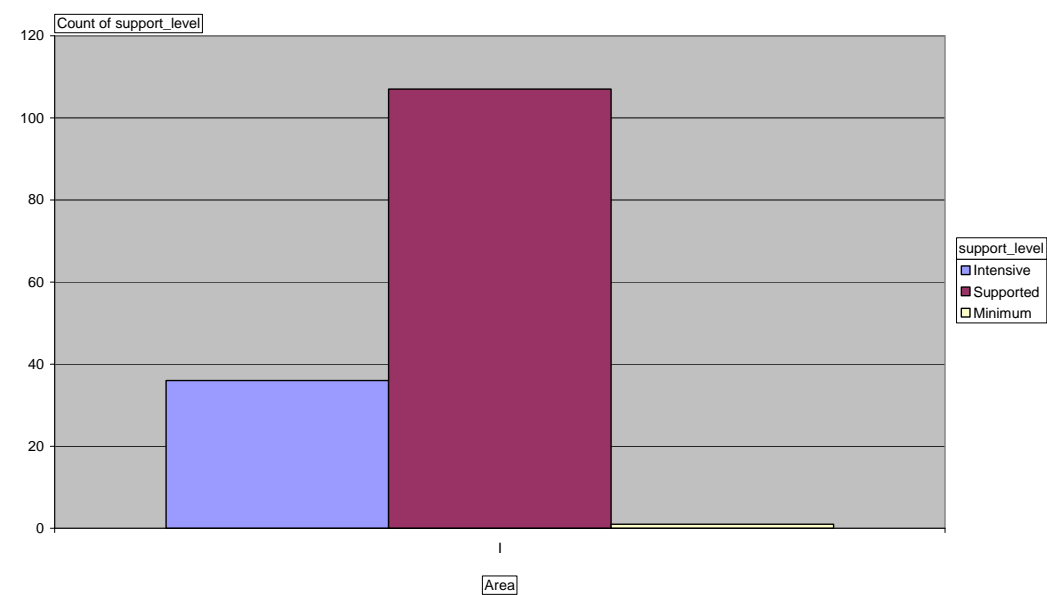
NEET Available Aged 16 to 19 by Location Codes

This is where they are seeking employment and training



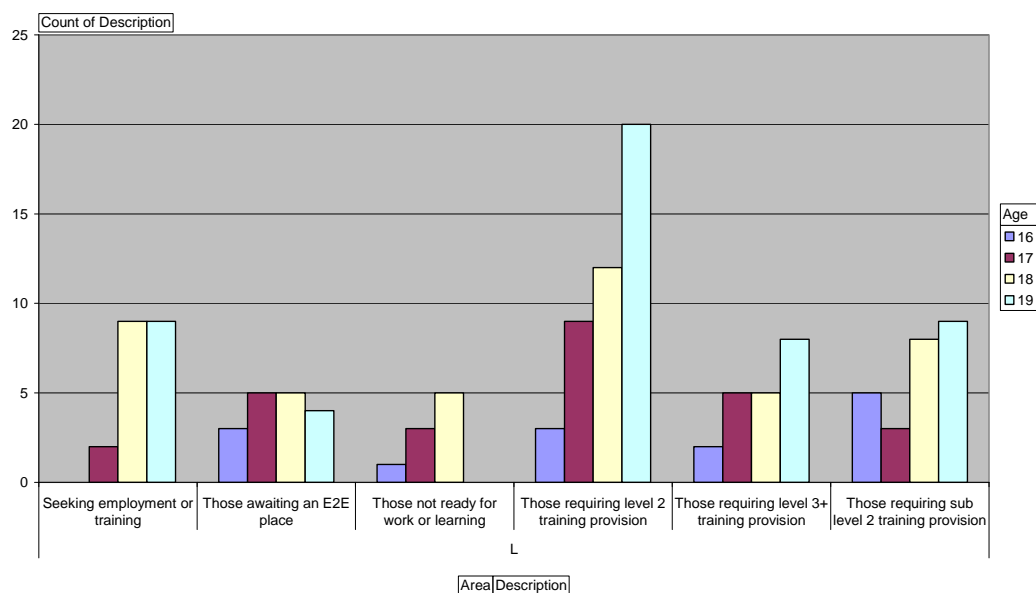
NEET Available by Support Level – Table and Following Graph

Intensive	Supported	Minimum	Grand Total
36	107	1	144



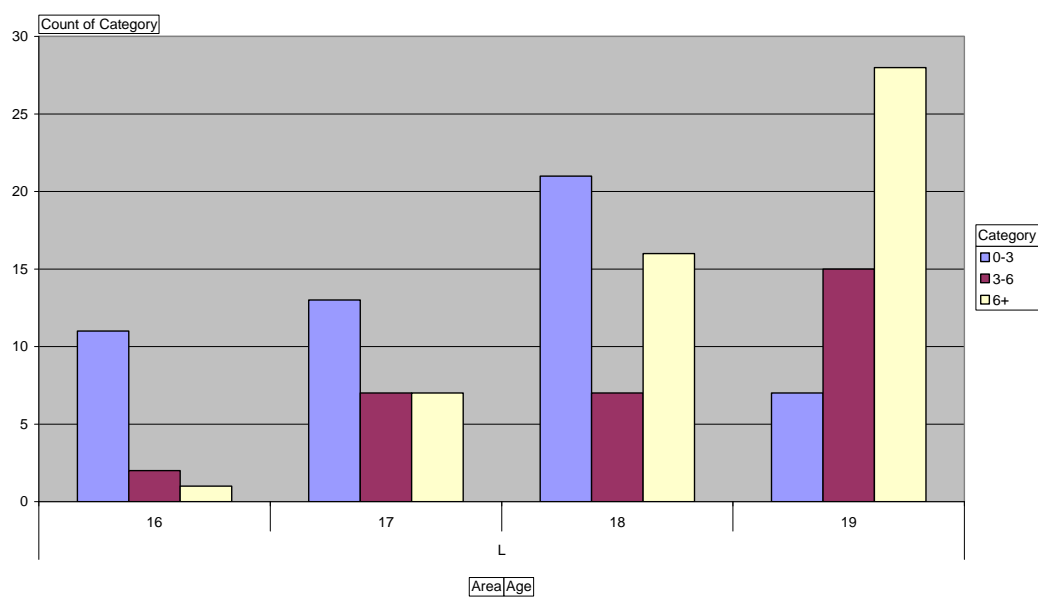
Long Eaton – All figures are as at 31/03/2010**NEET Available by Age and Level Breakdown – Table and Following Graph**

Description	16	17	18	19	Grand Total
Seeking employment or training		2	9	9	20
Those awaiting an E2E place	3	5	5	4	17
Those not ready for work or learning	1	3	5		9
Those requiring level 2 training provision	3	9	12	20	44
Those requiring level 3+ training provision	2	5	5	8	20
Those requiring sub level 2 training provision	5	3	8	9	25
Total	14	27	44	50	135



NEET Available by Length of Time NEET – Table and Following Graph

Age	0-3	3-6	6+	Grand Total
16	11	2	1	14
17	13	7	7	27
18	21	7	16	44
19	7	15	28	50
Total	52	31	52	135



Vulnerable Groups – Destinations as at 31/03/2010

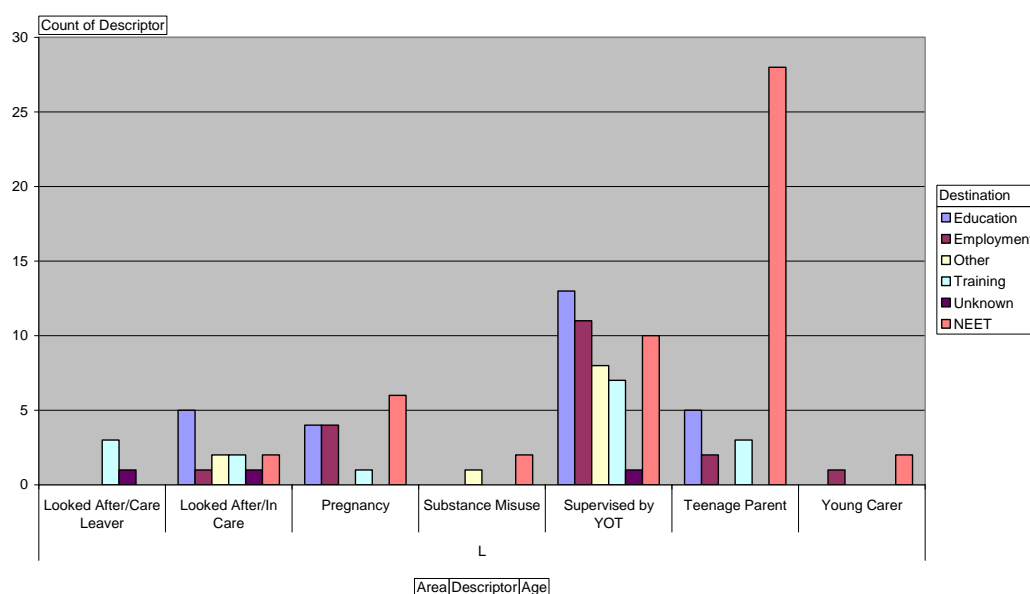
16-17 year olds

Descriptor	Education	Employment	Other	Training	Unknown	NEET	Grand Total
Looked After/ Care Leaver				1	1		2
Looked After/ In Care	3		1	1	1	1	7
Pregnancy	2	2		1		2	7
Teenage Parent	1	1		1		6	9
Supervised by YOT	12	1	5	3	1	3	25
Young Carer		1					1
Total	18	5	6	7	3	12	51

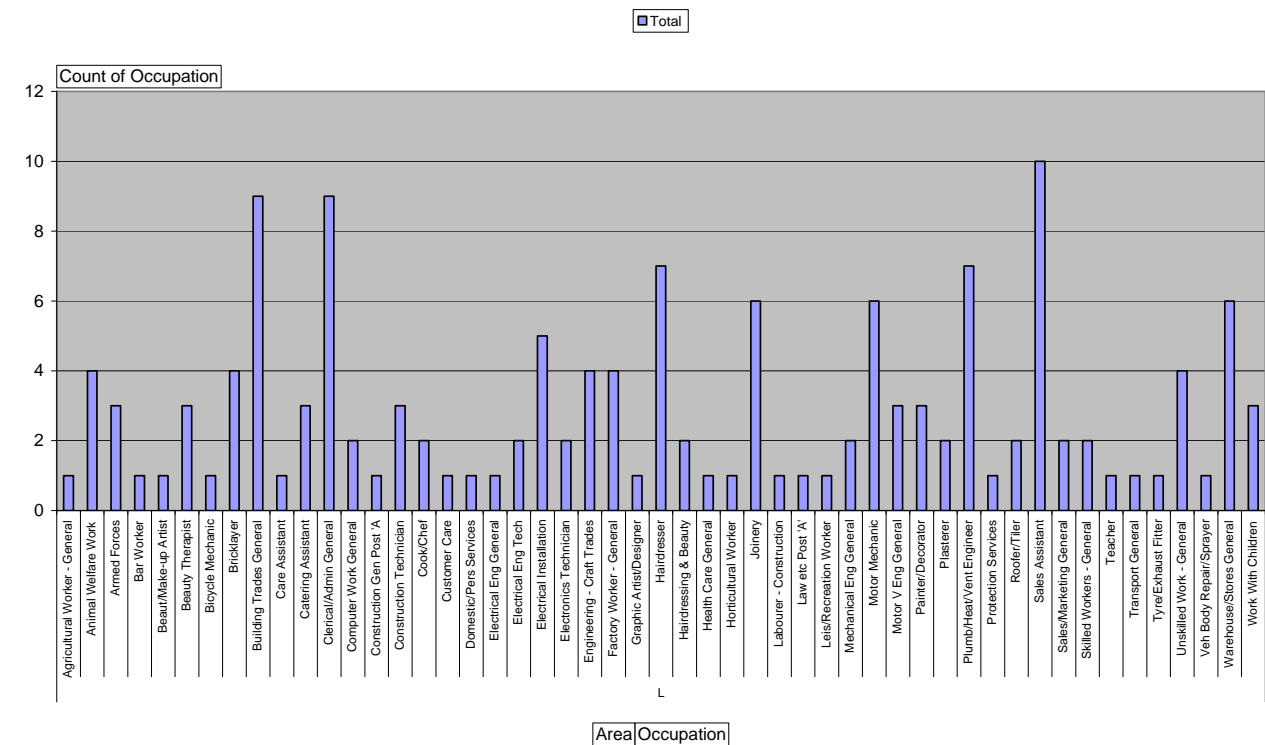
18-19 year olds

Descriptor	Education	Employment	Other	Training	NEET	Grand Total
Looked After/Care Leaver				2		2
Looked After/In Care	2	1	1	1	1	6
Pregnancy	2	2			4	8
Teenage Parent	4	1		2	22	29
Substance Misuse			1		2	3
Supervised by YOT	1	10	3	4	7	25
Young Carer					2	2
Total	9	14	5	9	38	75

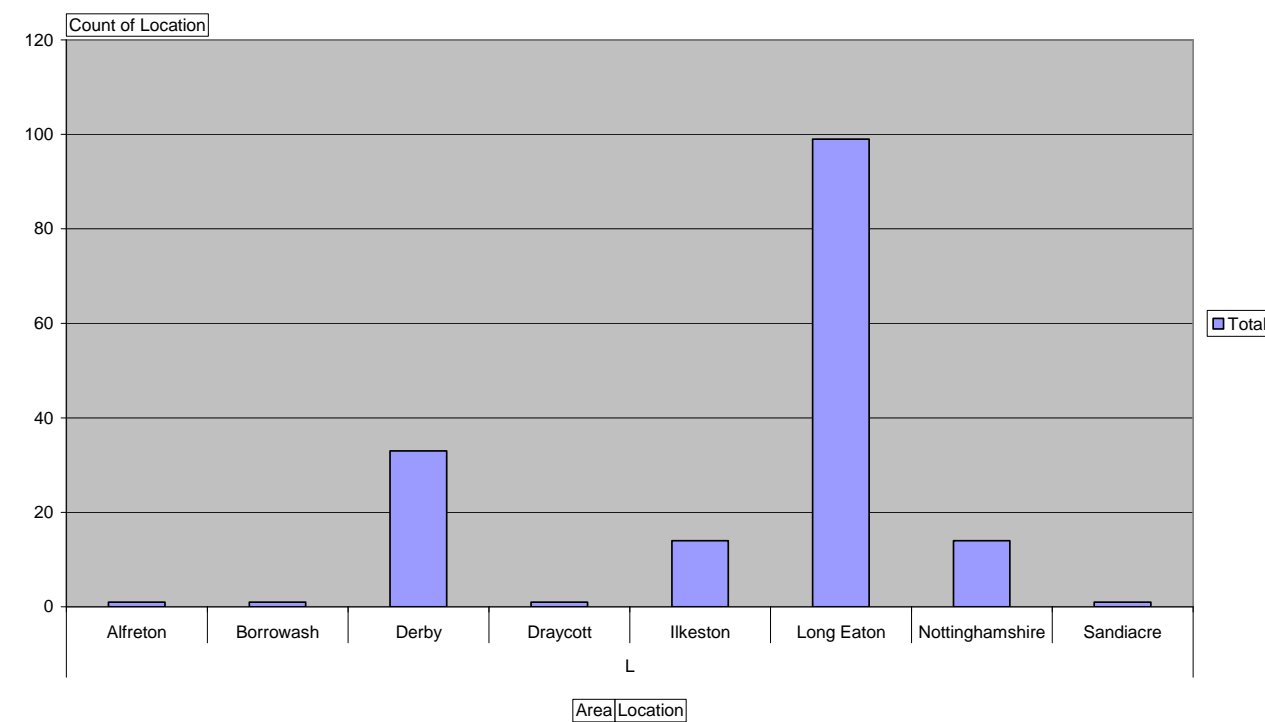
NB A young person can have more than one vulnerable group category

Vulnerable Groups Aged 16 to 19 – Destinations as at 31/03/2010

NEET Available by Occupational Choice – Aged 16 to 19
Based on Connexions DCSF Standard Occupational Codes

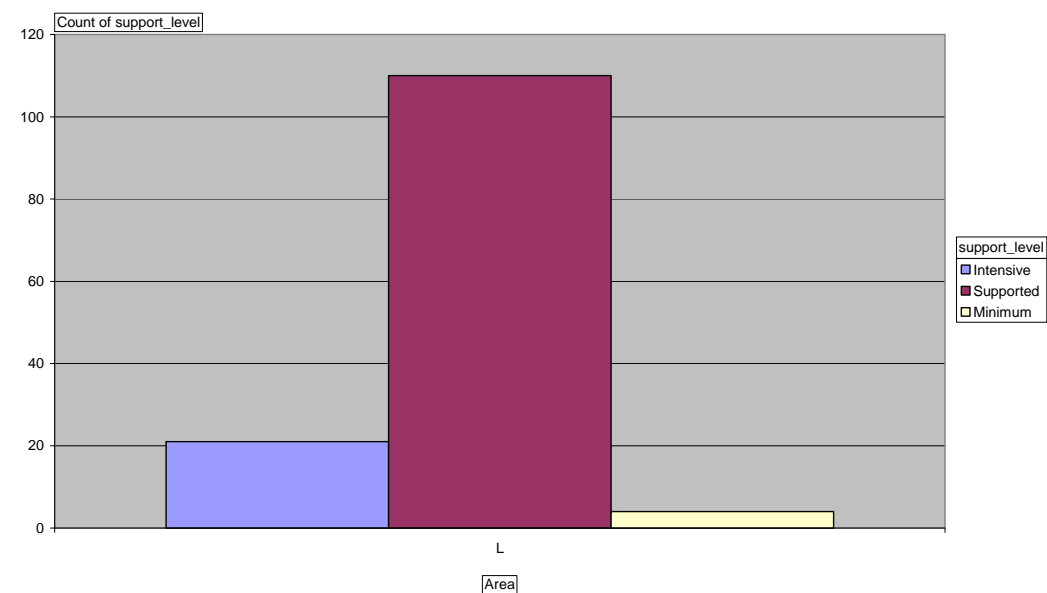


NEET Available by Location Codes
This is where they are seeking employment and training



NEET Available by Support Level – Table and Following Graph

Intensive	Supported	Minimum	Grand Total
21	110	4	135



Data Source: Connexions Derbyshire Ltd.
To be used solely for the RIEP NEET project

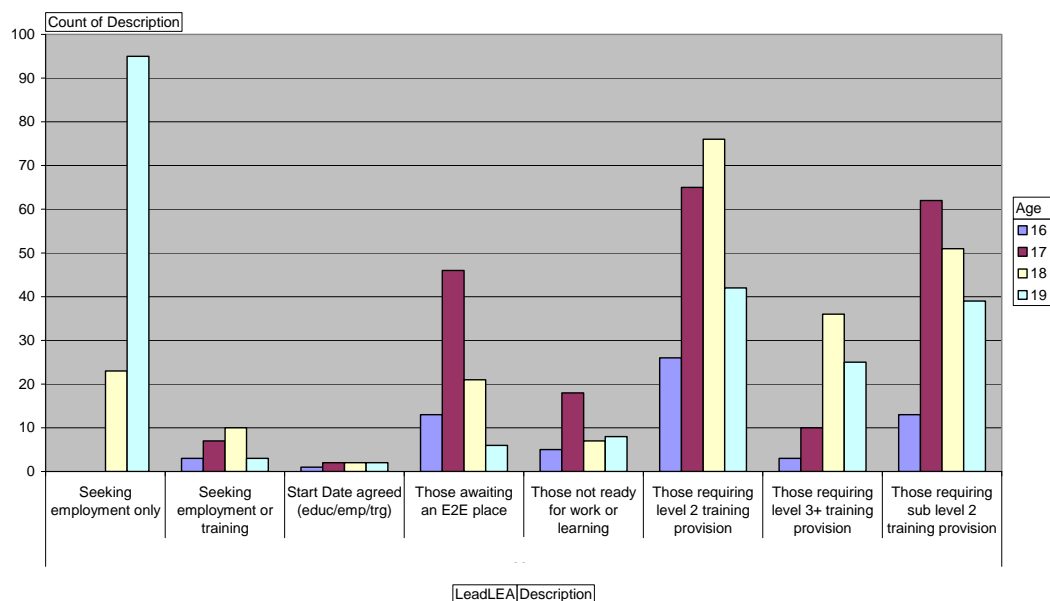
Appendix 14 Characteristics and activity of NEET cohort 16-19 in Derby City

NEET and Vulnerable Groups Aged 16 to 19 Breakdown as at 31 March 2010

LA = Derby City

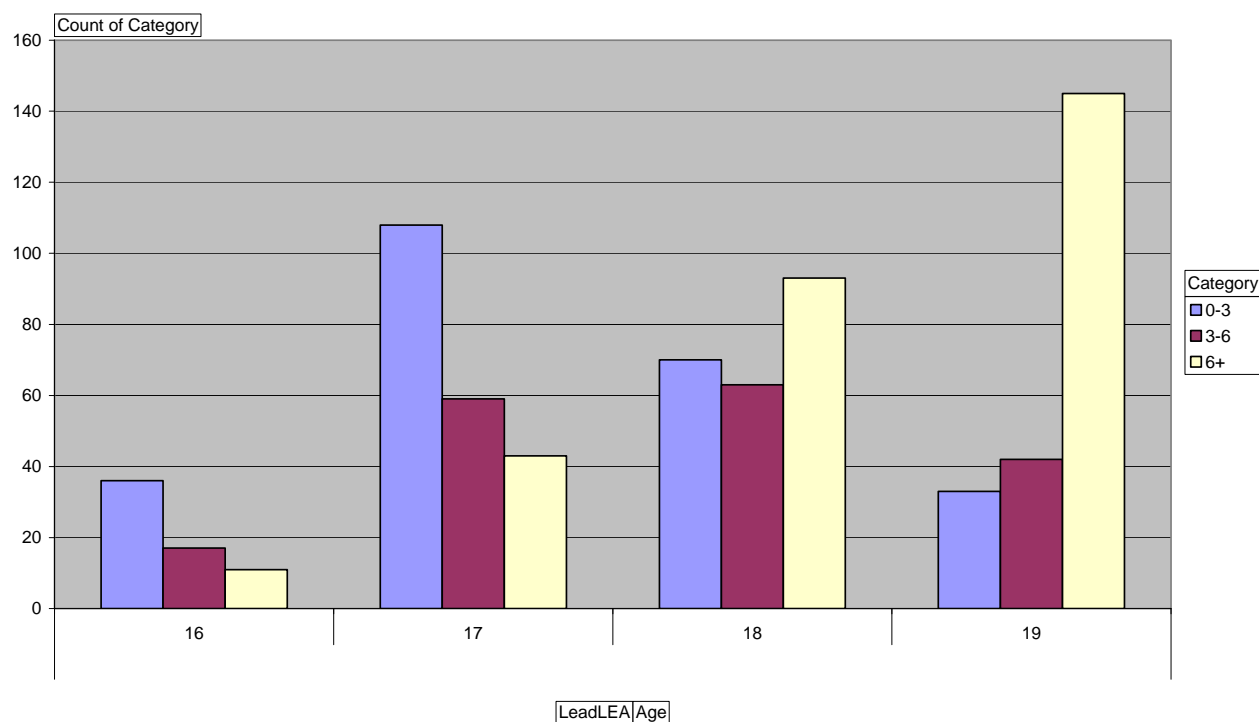
NEET Available by Age and Level Breakdown – Table and Following Graph

Description	16	17	18	19	Grand Total
Seeking employment only			23	95	118
Seeking employment or training	3	7	10	3	23
Start Date agreed (education/employment/training)	1	2	2	2	7
Those awaiting an E2E place	13	46	21	6	86
Those not ready for work or learning	5	18	7	8	38
Those requiring level 2 training provision	26	65	76	42	209
Those requiring level 3+ training provision	3	10	36	25	74
Those requiring sub level 2 training provision	13	62	51	39	165
Total	64	210	226	220	720



NEET Available by Length of Time NEET – Table and Following Graph

Age	0-3	3-6	6+ Months	Grand Total
16	36	17	11	64
17	108	59	43	210
18	70	63	93	226
19	33	42	145	220
Total	247	181	292	720



Vulnerable Groups – Destinations as at 31/03/2010

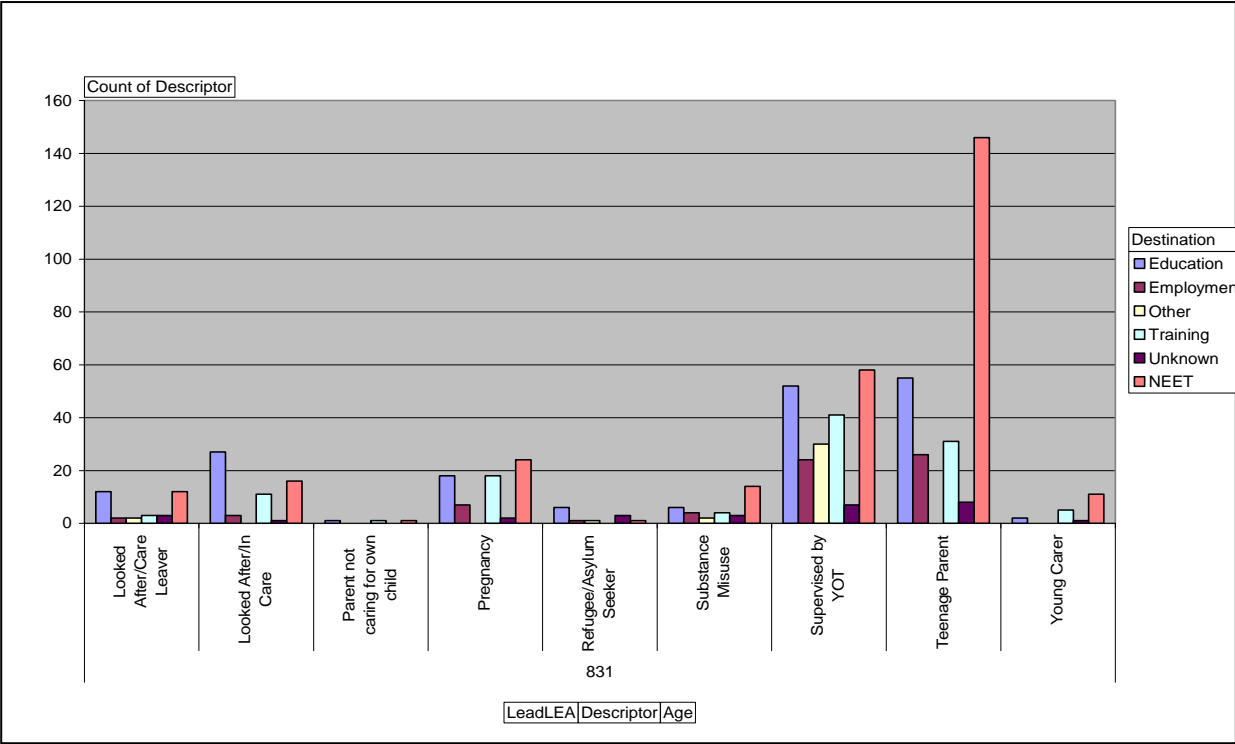
NB A young person can have more than one vulnerable group category.

16-17 year olds

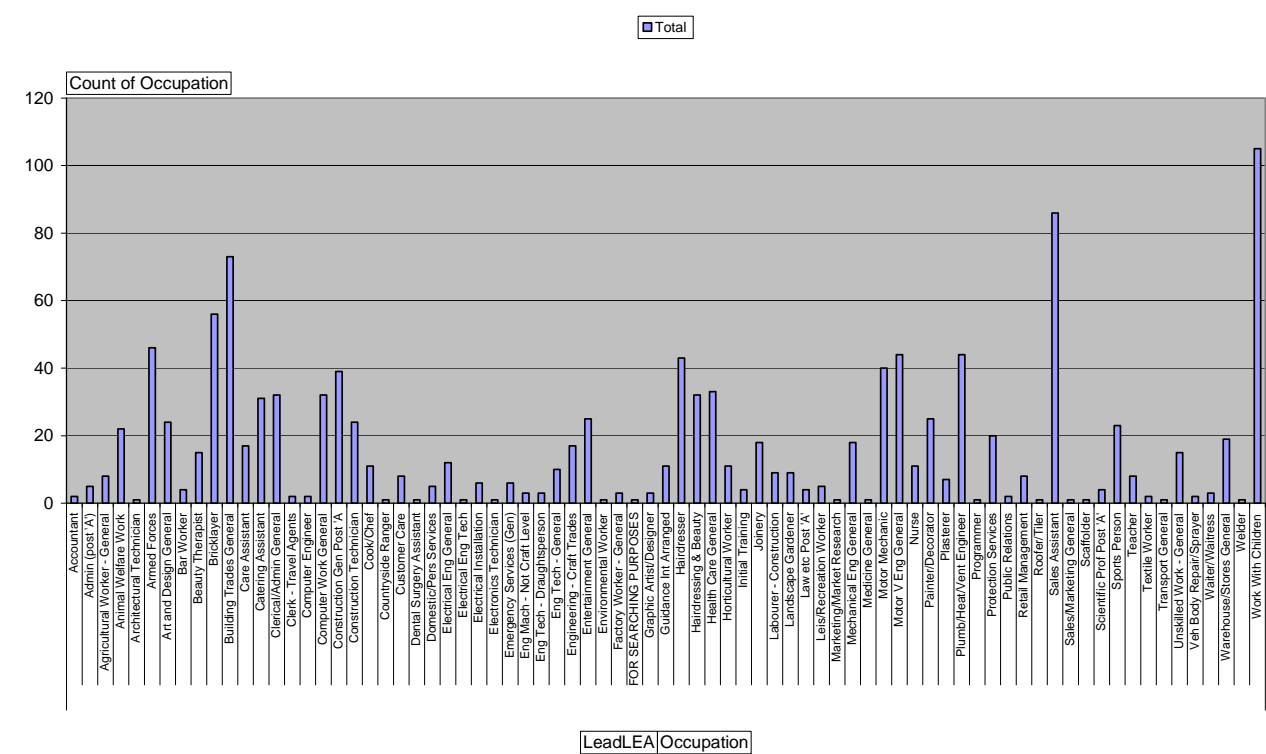
Descriptor	Education	Employment	Other	Training	Unknown	NEET	Grand Total
Looked After/Care Leaver	2		2	1		3	8
Looked After/In Care	20	1		8	1	11	41
Pregnancy	8	1		9		13	31
Refugee/Asylum Seeker	2				1	1	4
Substance Misuse	3		1	1		3	8
Supervised by YOT	36	7	19	26		34	122
Teenage Parent	10			9	1	39	59
Young Carer	2			4		4	10
Total	83	9	22	58	3	108	283

18-19 year olds

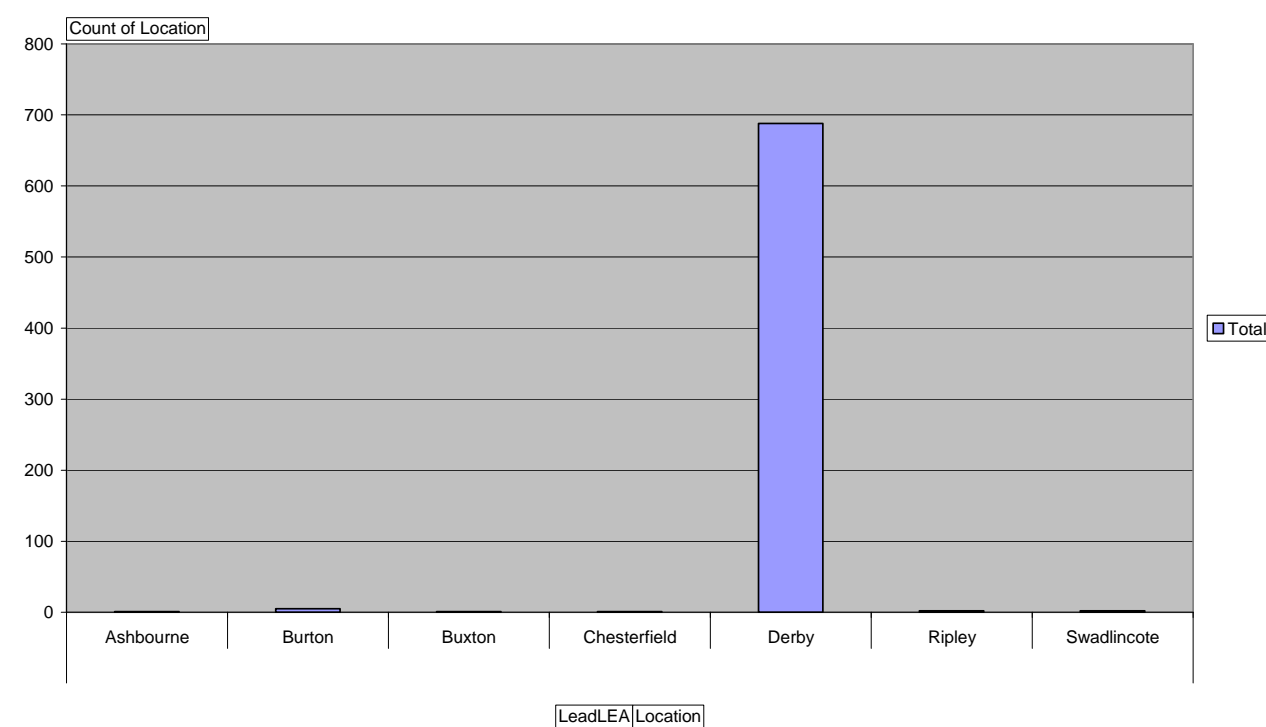
Descriptor	Education	Employment	Other	Training	Unknown	NEET	Grand Total
Looked After/Care Leaver	10	2		2	3	9	26
Looked After/In Care	7	2		3		5	17
Parent not caring for own child	1			1		1	3
Pregnancy	10	6		9	2	11	38
Refugee/Asylum Seeker	4	1	1		2		8
Substance Misuse	3	4	1	3	3	11	25
Supervised by YOT	16	17	11	15	7	24	90
Teenage Parent	45	26		22	7	107	207
Young Carer				1	1	7	9
Total	96	58	13	56	25	175	423



NEET Available by Occupational Choice – Aged 16 to 19
Based on Connexions DCSF Standard Occupational Codes

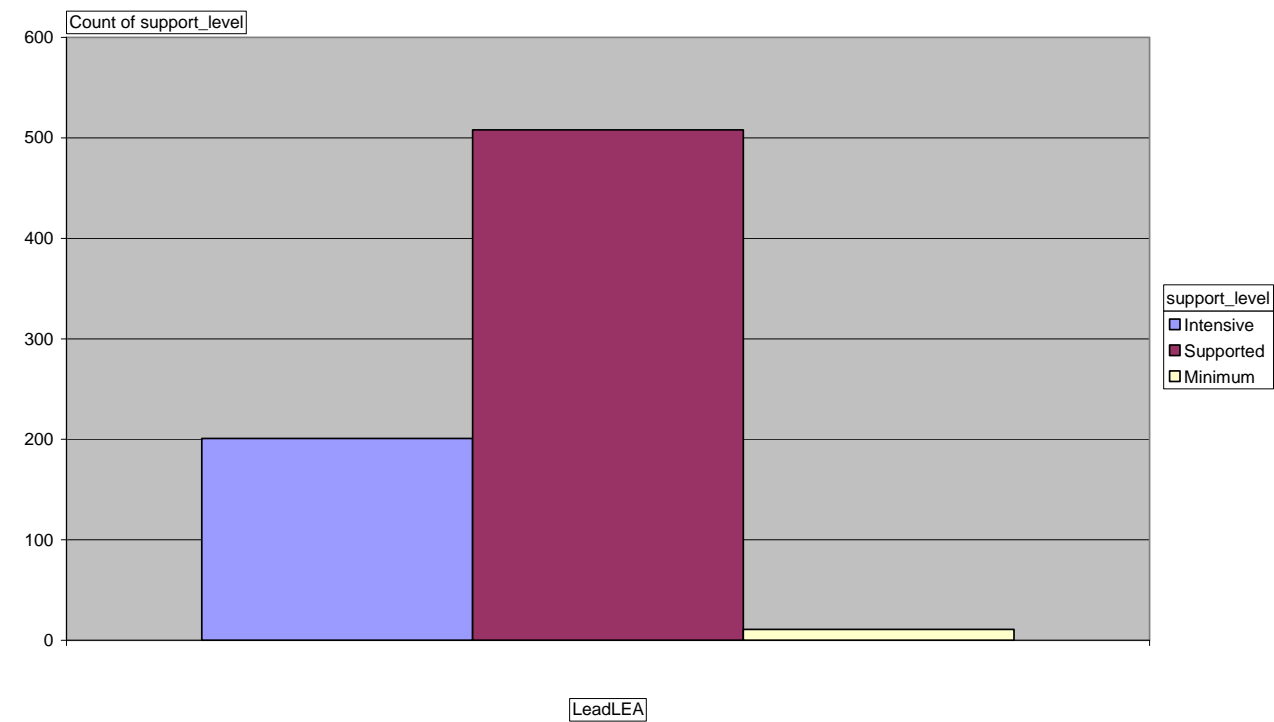


NEET Available by Location Codes
This is where they are seeking employment and training



NEET Available by Support Level

Intensive	Supported	Minimum	Grand Total
201	508	11	720



Data Source: Connexions Derbyshire Ltd.
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- Professionalisation of the careers advice workforce
- High quality careers learning for all young people
- Support for adults that transforms lives through careers advice.

All activities undertaken by iCeGS and its associates will reflect these commitments



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